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FIFTY-SECOND ANNUAL REPORT

AND

DOCUMENTS

OF THE

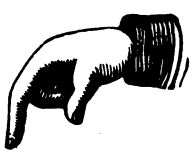
**New York Institution for the Instruction
of the Deaf and Dumb,**

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1870.

Transmitted to the Legislature January 12, 1871.



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V v



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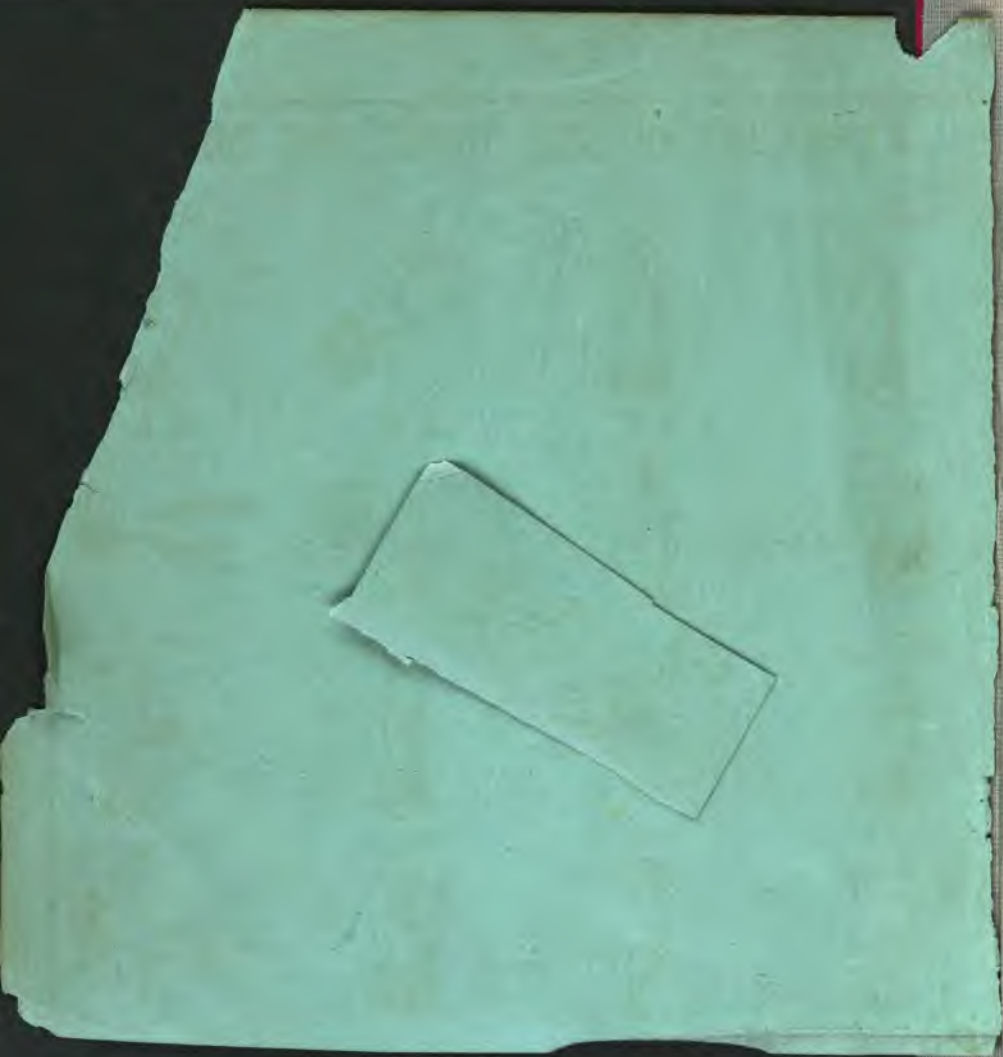


X x



Y y

Z z



ALPHABET OF THE DEAF AND DUMB.

A a



B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



N n



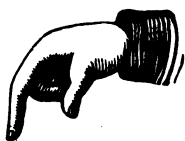
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W w



X x



Y y



Z z



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ALBANY:
THE ARGUS COMPANY, PRINTERS.
1871.

STATE OF NEW YORK.

No. 14.

IN ASSEMBLY,

January 12, 1870.

ANNUAL REPORT

OF THE NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB FOR THE YEAR 1870.

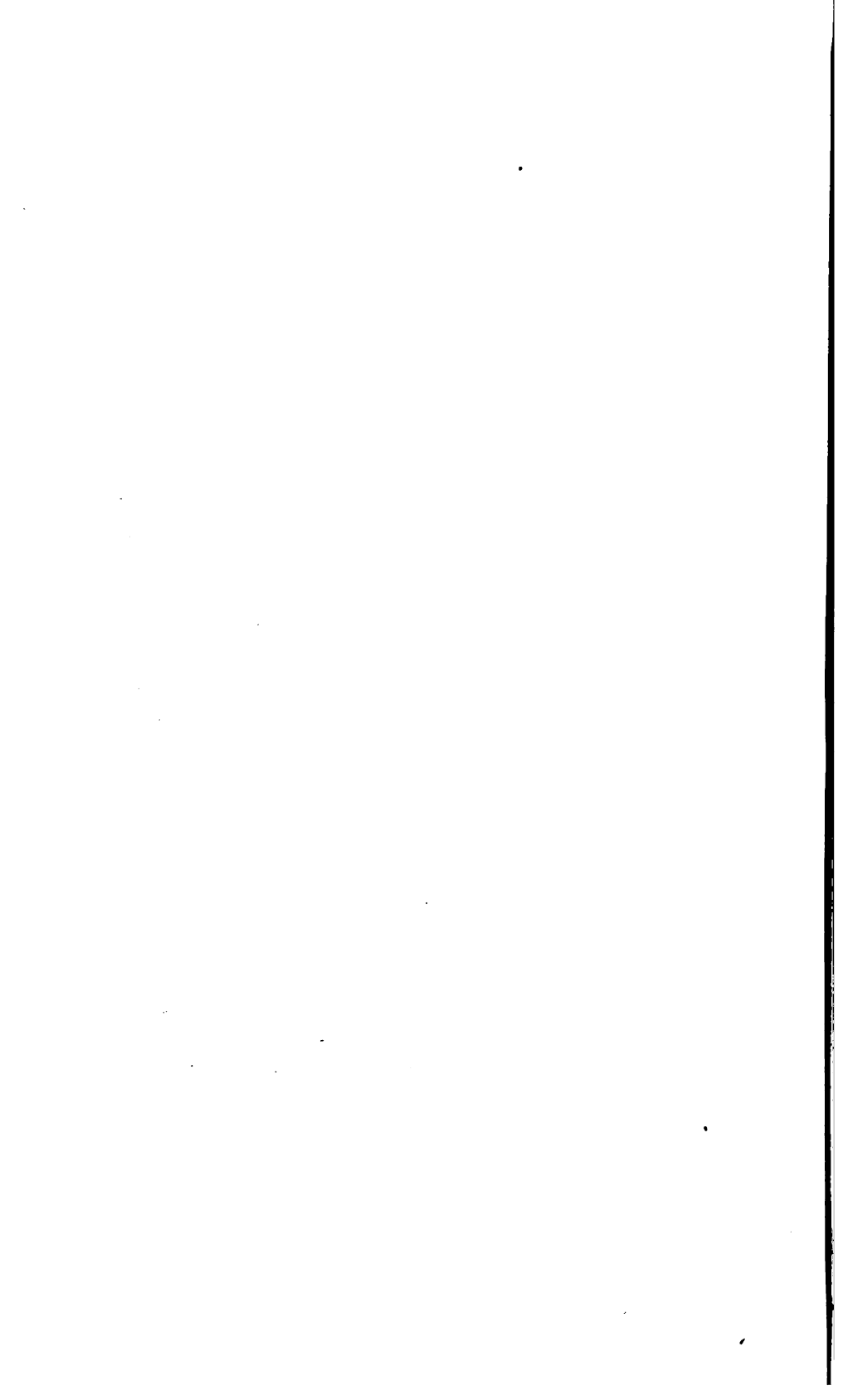
STATE OF NEW YORK,
DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, ALBANY, Jan. 11, 1871. }

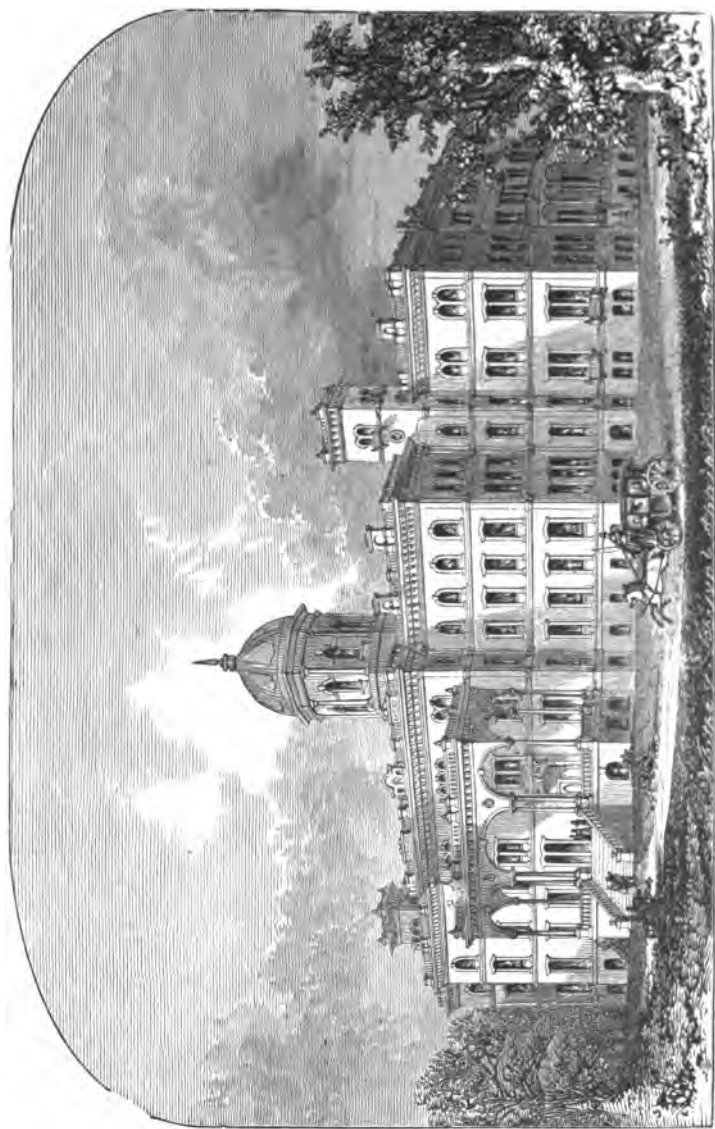
HON. WILLIAM HITCHMAN, *Speaker of the Assembly* :

SIR.—I have the honor to transmit herewith the fifty-second annual report of the New York Institution for the Instruction of the Deaf and Dumb, for the year 1870.

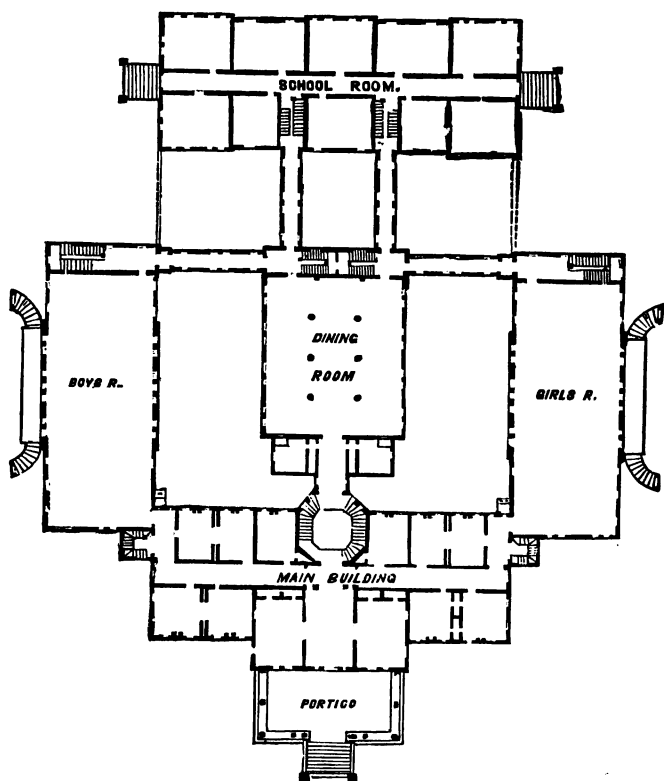
Very respectfully, your obedient servant,

ABRAM B. WEAVER,
Superintendent of Public Instruction.





INSTITUTION FOR THE DEAF AND DUMB.



PRINCIPAL FLOOR.
 SCALE.
 0 50 100 ft

GROUND PLAN.



OFFICERS AND DIRECTORS.

PRESIDENT,
SHEPHERD KNAPP.

FIRST VICE-PRESIDENT,
REV. WILLIAM ADAMS, D. D.

SECOND VICE-PRESIDENT,
HENRY E. DAVIES, LL. D.

TREASURER,
JOSEPH W. PATTERSON.

SECRETARY,
THATCHER M. ADAMS.

FIRST CLASS—ONE YEAR.

ERASTUS BROOKS,	AVERY T. BROWN,
FREDERIC DE PEYSTER, LL. D.,	GEN. HENRY E. DAVIES, Jr.,
ENOCH L. FANCHER, LL. D.,	REV. CHARLES A. STODDARD,
JOSEPH W. PATTERSON,	D. WILLIS JAMES.

SECOND CLASS—TWO YEARS.

SHEPHERD KNAPP,	MORRIS K. JESUP,
HENRY E. DAVIES, LL. D.,	THATCHER M. ADAMS,
OLIVER S. STRONG,	SAMUEL THORNE,
REV. FRANCIS VINTON, D. D.,	SAMUEL V. HOFFMAN.

THIRD CLASS—THREE YEARS.

HARVEY P. PEET, LL. D.,	REV. THOMAS GALLAUDET, D. D.,
REV. WILLIAM ADAMS, D. D.,	HENRY K. BOGART,
WILLIAM NIBLO,	REV. F. A. P. BARNARD, D. D., LL. D.,
BENJAMIN H. FIELD.	WILLIAM A. WHELOCK.

LADIES' COMMITTEE.

Mrs. BENJAMIN H. FIELD,
Miss ANN MAURY,
Mrs. FRANCIS COLDEN,
Mrs. HELENA T. BROWN,
Miss MARY S. JONES,
Mrs. FREDERICK G. SWAN,
Miss HARRIET TABER,

Mrs. JOSEPH W. PATTERSON,
Mrs. JAMES W. BEEKMAN,
Mrs. ELLEN WALTER,
Miss MARY A. HADDEN,
Miss JULIA COOPER,
Miss JULIA RHINELANDER,
Mrs. EDWARD OOTHOUT,

Mrs. SAMUEL THORNE.

PRINCIPAL OF THE INSTITUTION,
ISAAC LEWIS PEET, M. A.

EMERITUS PRINCIPAL,
HARVEY P. PEET, Ph. D., LL. D.

PROFESSORS AND TEACHERS.

OLIVER D. COOKE, M. A.,*
Specialty, Intellectual and Moral Philosophy and the English language.

WESTON JENKINS, M. A.,
Specialty the Latin and Spanish languages.

HENRY WINTER SYLE, B. A.,
Specialty, Natural Philosophy and Chemistry.

FRANCIS D. CLARKE, M. A.,
Specialty, Mathematics.

JOHN R. BURNET, M. A.,
Specialty, the French and German languages and Natural History.

WILLIAM E. CLARKE,
Specialty, the Greek language.

BERNHARD ENGELSMANN,†
Specialty, Articulation.

JEREMIAH W. CONKLIN,
GILBERT C. W. GAMAGE,
ALBERT P. KNIGHT,
CHARLES S. NEWELL,
ALPHONSO JOHNSON,
HENRY DENNIE REAVES,
CHARLES W. VAN TASSELL,
ROWLAND B. LLOYD,
THOMAS H. JEWELL,
JANE T. MEIGS, ‡
IDA MONTGOMERY, ‡

JOSEPHINE L. ENSIGN,
ISABELLA H. RANSOM,
ISABELLA VANDEWATER,
HATTIE E. HAMILTON, ‡
MARY JOHNSON,
CATHARINE BLAUVELT,
MARY HOWELL,
CELIA L. RANSOM,
SARAH CUDDEBACK,
ANNIE WAGER,
BESSIE FITZHUGH.

* Instructor of the High Class.

† Assistant Instructor of the High Class.

‡ Assistant in the Department of Articulation.

§ In charge of the Department of Articulation.

ATTENDING PHYSICIAN,
LOUIS A. RODENSTEIN, M. D.

CONSULTING PHYSICIAN,
JOHN T. METCALFE, M. D.

STEWARD,
CHAUNCEY N. BRAINERD.

ASSISTANT STEWARD,
CLARENCE D. LITTLE.

SUPERVISOR OF THE BOYS,
T. ELBRIDGE TOLES.

NIGHT SUPERVISOR,
JOSEPH L. CLEMENS.

MATRON,
Mrs. CHARLOTTE P. STEPHENSON.

ASSISTANT MATRONS,
Mrs. MARY E. TOTTEN, in special charge of the Girls.
Mrs. MARY A. LEONARD, in charge of the Culinary Department.
Miss LUANN C. RICE, in charge of the Sewing Department.
Mrs. MARY J. BRENNING, in charge of the Sick.

FOREMEN OF THE SHOPS,
JOHN H. CLEARWATER, Cabinetmaker.
SIMON HEIMERDINGER, Shoemaker.
HENRY ROTH, Tailor.
JOHN LUTZ, Gardener.

FIFTY-SECOND ANNUAL REPORT.

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, respectfully submit to the Legislature their fifty-second annual report, embracing the transactions of the nine months ending September 30th, 1870.

It has heretofore been their custom to make out their annual report to the 31st of December of each year; but this has rendered it impracticable to prepare the analysis of receipts and expenditures required by law, in time for such an early presentation of the report to the Legislature, as would admit of its being printed in season to be of service to the members, in forming an estimate of the institution and its wants, when called upon to legislate with regard to it. Moreover, as the fiscal year of the State closes on the 30th of September, the accounts of the institution and those of the Comptroller will not appear to harmonize if our annual reckoning does not terminate till three months later.

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The mechanical department has been successfully prosecuted in the new buildings, the completion of which was announced in our last annual report. Provided with spacious, airy, comfortable and well lighted shop rooms, with improved appliances, and under the care of capable and diligent superintendents, our interesting apprentices are under the most favorable circumstances for acquiring not

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Leaving in the hands of the treasurer.....	<u>\$12,602 70</u>

This balance cannot occur at any other period of the year.

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The amount appropriated to the institution by the State, for the fiscal year just closed, was \$105,000 for 300 State pupils, giving a

pro rata of \$350 per pupil. The amount received for each pupil has, however, as a matter of fact, been about \$300, inasmuch as we have supported an average of nearly 350 State pupils.

The appropriation for the year upon which we are now entering, was \$105,000 for 350 State pupils. From present indications, the average number of such pupils will be greater, so that we shall probably realize a *pro rata* of less than \$300.

Our estimates point to a still larger addition to our numbers in the year commencing October 1st, 1870, but unwilling to augment the burdens of the State, we do not ask that the gross amount be correspondingly increased, but simply that the appropriation for the next year be the same as that made by the Legislature at its last session, namely, \$105,000 for 350 State pupils.

In the fifty-first annual report, on page eleven, mention is made of the sale of part of our grounds, concluding with the statement: "The details of this transaction will be stated in the next annual report."

These details are, in brief, that the sale of the portion of our grounds east of Eleventh Avenue, about nine and a half acres of the original thirty-seven and a half, was completed on the first of May last. The price was \$263,000, of which \$75,000 was paid in cash, and the balance in bonds, secured by mortgage having five years to run. The institution thus realizes from the sale of less than one-third of its grounds, exclusive of future streets and avenues, about two and a half times as much as was paid for the whole seventeen years ago.

The result of this transaction is, that the institution is now practically free from debt, and will not be compelled to ask the State, as for many years it was obliged to do, to make a special annual appropriation of over \$12,000 to meet accruing interest.

Of the improvements long contemplated, but which, till now, we have lacked the funds to realize, the following are among the most important.

1. The completion of the school-house, according to the original plan, by adding a third story. During the last term, the number of classes was so large that our school-rooms proper were insufficient, and several classes had to be accommodated in one of the large sitting-rooms; an arrangement too inconvenient, in many respects, to be continued longer than necessity required.

2. Additional sleeping-rooms. We have heretofore given each of

the pupils 700 cubic feet of air in their dormitories. It is designed to increase this to 800, and if possible to 1,000 cubic feet.

3. Improvements in the ventilation as supplementary to the present warming apparatus.

4. To extend the main sewer to a point below tide water in the Hudson river, and thereby improve the general drainage, as well as totally obviate the danger to health from impure air that might escape from the *debouchure* of the sewer.

5. To construct a front portico to the building, the present access being the temporary one, made on our first removal to the new site, of wooden steps, which are not only out of keeping with the basement and ornaments of the building, which are of granite, but are now much the worse for wear.

6. To construct the dome and towers represented in the elevation of the building as part of the original plan, but left unexecuted for want of funds.

7. To add to the facilities for teaching horticulture.

8. As already stated, to add to our list of trades presented to the choice of the pupils, printing, and some of the arts of design.

Of these improvements, the two first named, which are probably the most important, are about to be realized. We have added a third story to the school-house, and have surmounted it with a French roof, giving a dormitory space under the latter, of 147 by fifty-four feet with an altitude of fourteen feet, thus furnishing additional sleeping-rooms sufficient for 111 pupils, allowing 1,000 cubic feet to each.

The cost of this great improvement has been about \$28,000. These new rooms are not quite ready for occupancy, the heating apparatus not being completed, and we are, therefore, unwillingly compelled to defer entering on their enjoyment for a time.

There has been no change in the board of directors since our last report. The board elected in May, 1869, was, in conformity with the law passed a few weeks previous, divided by lot into three classes. The first class, whose terms expired at the end of one year, were all re-elected at the annual meeting of the life-members, in May last, to serve three years, thus becoming the third class. None of the directors have been taken away by death, and none have felt under any necessity to resign.

While now and then dark clouds have rested on the institution, it has always been but for a brief period. Looking back to its long

course of beneficence extending through more than half a century, we humbly trust the divine favor that has aided us hitherto and has been so rarely withdrawn, will still be vouchsafed, crowning our zeal and our labors with blessings to the unfortunate deaf and dumb, and moving the hearts of our legislators to do their part in this work of high benevolence.

By order of the Board of Directors.

SHEPHERD KNAPP,
President.

THATCHER M. ADAMS, *Secretary.*

TREASURER'S ACCOUNT FOR NINE MONTHS, ENDING
SEPTEMBER 30TH, 1870.

EXPENDITURES FOR GROCERIES AND PROVISIONS.

Apples, 19 bbls.	\$84 50
Beans, 10 bbls.	97 28
Butcher's meat, 77,112 lbs.	10,795 68
Butter, 15,244 lbs.	5,593 73
Buckwheat, 200 lbs.	10 00
Berries, 689 qts.	127 59
Coffee, 3,026 lbs.	925 57
Chickory, 200 lbs.	29 95
Chickens, 28 lbs.	8 09
Cheese, 588 lbs.	112 08
Crackers, 1,134 lbs.	112 57
Cranberries, 1 crate.	5 50
Codfish, 16 quintals.	126 75
Cream tartar, 13 lbs.	7 28
Canned fruits and vegetables	140 83
Cartage and freight.	376 06
Corn starch, 80 lbs.	9 60
Currants, 121 lbs.	18 23
Dried fruits	26 22
Extract lemon and vanilla.	26 00
Eggs, 505 doz.	176 45
Flour, 455 bbls.	3,429 49
Farina	6 25
Fresh fish.	193 31
Ginger, 28 lbs.	8 40
Hops and malt	45 20
Hominy and Indian meal, 2,900 lbs.	115 15
Ice, 27,530 lbs.	349 58
Lard, 1,037 lbs.	186 16
Lemons, 12 doz.	4 41
Mackerel, 3 bbls.	52 50
Molasses, 957 gals.	724 77
Milk (condensed), 6,520 qts.	2,009 40
Mustard, 135 lbs.	50 50
Pepper, 121 lbs.	47 66
Prunes, 30 lbs.	4 10
Potatoes (Irish), 147 bbls.	394 00
Potatoes (sweet), 5 bbls.	18 50
Pears, peaches and pine apples.	42 75
Pork (salt), 2 bbls.	43 00
Raisins, 6 boxes.	23 35

Carried forward \$26,558 43



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In the fifty-first annual report, on page eleven, mention is made of the sale of part of our grounds, concluding with the statement: "The details of this transaction will be stated in the next annual report."

These details are, in brief, that the sale of the portion of our grounds east of Eleventh Avenue, about nine and a half acres of the original thirty-seven and a half, was completed on the first of May last. The price was \$263,000, of which \$75,000 was paid in cash, and the balance in bonds, secured by mortgage having five years to run. The institution thus realizes from the sale of less than one-third of its grounds, exclusive of future streets and avenues, about two and a half times as much as was paid for the whole seventeen years ago.

The result of this transaction is, that the institution is now practically free from debt, and will not be compelled to ask the State, as for many years it was obliged to do, to make a special annual appropriation of over \$12,000 to meet accruing interest.

Of the improvements long contemplated, but which, till now, we have lacked the funds to realize, the following are among the most important.

1. The completion of the school-house, according to the original plan, by adding a third story. During the last term, the number of classes was so large that our school-rooms proper were insufficient, and several classes had to be accommodated in one of the large sitting-rooms; an arrangement too inconvenient, in many respects, to be continued longer than necessity required.

2. Additional sleeping-rooms. We have heretofore given each of

the pupils 700 cubic feet of air in their dormitories. It is designed to increase this to 800, and if possible to 1,000 cubic feet.

3. Improvements in the ventilation as supplementary to the present warming apparatus.

4. To extend the main sewer to a point below tide water in the Hudson river, and thereby improve the general drainage, as well as totally obviate the danger to health from impure air that might escape from the *debouchure* of the sewer.

5. To construct a front portico to the building, the present access being the temporary one, made on our first removal to the new site, of wooden steps, which are not only out of keeping with the basement and ornaments of the building, which are of granite, but are now much the worse for wear.

6. To construct the dome and towers represented in the elevation of the building as part of the original plan, but left unexecuted for want of funds.

7. To add to the facilities for teaching horticulture.

8. As already stated, to add to our list of trades presented to the choice of the pupils, printing, and some of the arts of design.

Of these improvements, the two first named, which are probably the most important, are about to be realized. We have added a third story to the school-house, and have surmounted it with a French roof, giving a dormitory space under the latter, of 147 by fifty-four feet with an altitude of fourteen feet, thus furnishing additional sleeping-rooms sufficient for 111 pupils, allowing 1,000 cubic feet to each.

The cost of this great improvement has been about \$28,000. These new rooms are not quite ready for occupancy, the heating apparatus not being completed, and we are, therefore, unwillingly compelled to defer entering on their enjoyment for a time.

There has been no change in the board of directors since our last report. The board elected in May, 1869, was, in conformity with the law passed a few weeks previous, divided by lot into three classes. The first class, whose terms expired at the end of one year, were all re-elected at the annual meeting of the life-members, in May last, to serve three years, thus becoming the third class. None of the directors have been taken away by death, and none have felt under any necessity to resign.

While now and then dark clouds have rested on the institution, it has always been but for a brief period. Looking back to its long

course of beneficence extending through more than half a century, we humbly trust the divine favor that has aided us hitherto and has been so rarely withdrawn, will still be vouchsafed, crowning our zeal and our labors with blessings to the unfortunate deaf and dumb, and moving the hearts of our legislators to do their part in this work of high benevolence.

By order of the Board of Directors.

SHEPHERD KNAPP,
President.

THATCHER M. ADAMS, *Secretary.*

TREASURER'S ACCOUNT FOR NINE MONTHS, ENDING
SEPTEMBER 30TH, 1870.

EXPENDITURES FOR GROCERIES AND PROVISIONS.

Apples, 19 bbls.	\$84 50
Beans, 10 bbls.	97 28
Butcher's meat, 77,112 lbs.....	10,795 68
Butter, 15,244 lbs.	5,593 73
Buckwheat, 200 lbs.....	10 00
Berries, 689 qts.....	127 59
Coffee, 3,026 lbs.....	925 57
Chickory, 200 lbs.....	29 95
Chickens, 28 lbs.....	8 09
Cheese, 588 lbs.....	112 08
Crackers, 1,134 lbs.	112 57
Cranberries, 1 crate.....	5 50
Codfish, 16 quintals.....	126 75
Cream tartar, 13 lbs.....	7 28
Canned fruits and vegetables	140 83
Cartage and freight.....	376 06
Corn starch, 80 lbs.....	9 60
Currants, 121 lbs.....	18 23
Dried fruits	26 22
Extract lemon and vanilla.....	26 00
Eggs, 505 doz.....	176 45
Flour, 455 bbls.....	3,429 49
Farina	6 25
Fresh fish.....	193 31
Ginger, 28 lbs.	8 40
Hops and malt	45 20
Hominy and Indian meal, 2,900 lbs.....	115 15
Ice, 27,530 lbs.....	349 58
Lard, 1,037 lbs.....	186 16
Lemons, 12 doz.	4 41
Mackerel, 3 bbls.....	52 50
Molasses, 957 gals.....	724 77
Milk (condensed), 6,520 qts.....	2,009 40
Mustard, 135 lbs.	50 50
Pepper, 121 lbs.	47 66
Prunes, 30 lbs.	4 10
Potatoes (Irish), 147 bbls.....	394 00
Potatoes (sweet), 5 bbls.	18 50
Pears, peaches and pine apples.....	42 75
Pork (salt), 2 bbls.....	43 00
Raisins, 6 boxes.....	23 35
Carried forward	\$26,558 43

Brought forward.....	\$26,558 43	
Rice, 3,044 lbs.....	232 50	
Salad oil.....	6 00	
Sugar, 19,362 lbs.....	2,394 46	
Spices.....	25 38	
Salt, 10 sacks.....	29 45	
Smoked meats, 730 lbs.....	155 01	
Tapioca, 77 lbs.....	9 50	
Turnips, 10 bbls.....	26 68	
Turkeys, 71 lbs.....	21 30	
Tea, 1,155 lbs.....	921 96	
Vinegar, 10 bbls.....	120 10	
Vermicelli.....	8 85	
		<hr/>
		\$30,509 62

SALARIES AND WAGES.

Principal, professors and teachers.....	\$15,050 40	
Steward and assistant.....	1,646 70	
Matron and assistant.....	768 77	
Supervisor and assistant.....	438 00	
Housekeeper, baker and cooks.....	1,034 06	
Waiters, chambermaids and laborers....	4,340 87	
		<hr/>
		23,278 80

CLOTHING.

Alpacca, 511 yds.....	\$100 61	
Braid and other dress trimmings.....	27 93	
Buttons.....	20 86	
Blacking.....	18 00	
Cash advanced.....	518 69	
Cambric, 178 yds.....	16 95	
Cottonade, 36 yds.....	8 10	
Cassimere, 912 yds.....	814 61	
Combs, 8 doz.....	5 45	
Cartage.....	56 50	
Corsets, 4½ doz.....	34 73	
Caps and hats (boys), 23 doz.....	197 25	
Coats (linen), 4 doz.....	45 00	
Cord and gimp.....	7 58	
Doeskin, 131 yds.....	118 82	
Denim, 109 yds.....	27 38	
Dentistry.....	368 00	
Delaine, 1,013 yds.....	186 84	
Funeral expenses.....	215 16	
Gloves, 6 doz.....	7 50	
Hair cutting.....	20 15	
Handkerchiefs, 18½ doz.....	24 30	
Hats (girls), 7½ doz.....	30 75	
Hose and half hose, 52 doz.....	118 20	
		<hr/>
Carried forward.....	\$2,989 36	\$53,788 42

Brought forward.....	\$2,989 36	\$53,788 42
Hooks and eyes.....	3 51	
Jean, 205 doz.....	23 16	
Italian cloth, 186 yds.....	125 63	
Jackets, 2 doz.....	122 00	
Knitting cotton.....	7 97	
Lawn, 38 yds.....	6 46	
Linen collars, 11 doz.....	14 44	
Merino, 10 yds.....	9 50	
Melton, 132 yds.....	148 13	
Muslin, 899 yds.....	131 05	
Muslin (Swiss), 92 yds.....	13 70	
Needles.....	13 89	
Neck ties, 10 doz.....	23 25	
Oil silk.....	5 00	
Paper collars, 7 M.....	88 80	
Pantaloon, 31 prs.....	63 00	
Pins, thimbles and tape.....	15 53	
Plaid, 29 yds.....	26 10	
Pique, 302 yds.....	69 73	
Print, 983 yds.....	134 18	
Ribbon, 47 pieces.....	62 80	
Shirts, 1½ doz.....	27 00	
Spool cotton, 79 doz.....	63 81	
Shoes, 124 pairs.....	267 65	
Shoe laces, 1 gross.....	6 36	
Suspenders, 10 doz. pairs.....	28 75	
Scissors and sharpening.....	4 65	
Suits of clothing, 81.....	660 50	
Trunks, 1 doz.....	34 80	
Traveling bags, 1½ doz.....	21 31	
Tooth brushes, 6 doz.....	6 75	
Tweed, 87 yds.....	54 49	
Webbing.....	6 45	
Waterproof, 3½ yds.....	6 47	
Yarn.....	3 60	
Leather and findings, shoe		
shop account.....	\$3,621 98	
Wages, shoemaker and ass't	870 05	
	4,492 03	
Trimnings, tailor shop ac'nt	\$1,070 05	
Wages, tailor and assistant..	667 53	
	1,737 58	
		11,519 39

FURNITURE.

Baskets, 5.....	\$3 50
Bath brick, 89.....	3 56
Baking pans, 3.....	6 00
Carried forward.....	\$

Brought forward.....	\$13 06	\$65,307 81
Bed spring, 1.....	5 50	
Bed castors, 3 set.....	1 56	
Britannia pitchers, 2 doz.....	56 10	
Brooms, 25 doz.....	116 50	
Brushes (scrub), 15.....	48 50	
Brushes (window), 6.....	21 50	
Brushes (dusting), 4½ doz.....	30 50	
Burlaps, 179 yds.....	25 45	
Carpets, 143 yds.....	189 13	
Carpet binding, tacks, etc.....	18 37	
Cartage.....	61 75	
Chairs, 6 doz.....	116 75	
Crockery.....	276 89	
Door mats, 6.....	13 50	
Gas shade, 1.....	2 00	
Hair (curled), 270 lbs.....	156 60	
Knives and forks, 4 gro.....	115 50	
Looking-glasses, 6 doz.....	65 29	
Mattresses, 1.....	13 94	
Mattresses re-made, 463.....	527 62	
Moss, 263 lbs.....	52 60	
Mosquito netting.....	2 00	
Mops, 1 doz.....	4 00	
Napkins, 7 doz.....	11 38	
Oil cloth, 19 yds.....	22 75	
Plated table ware.....	45 84	
Pails, 2 doz.....	12 50	
Pillows re-made, 220.....	26 40	
Repairing tin and copper ware.....	79 38	
Repairing clocks.....	26 50	
Repairing ranges and stoves.....	61 87	
Repairing sheet-iron work.....	32 30	
Range and fixtures (new).....	82 75	
Sadiron, 143 lbs.....	11 42	
Spoons, 1½ gro.....	8 75	
Stools, 2 doz.....	4 00	
Straw for bedding.....	217 42	
Sheeting, 1,195 yds.....	219 17	
Stoves (laundry), 1.....	25 50	
Tea-trays, 7.....	8 25	
Tea-kettles (iron), 4.....	3 50	
Table cloths, 45 yards.....	37 44	
Toweling, 352 yds.....	80 82	
Ticking, 233 yds.....	52 42	
Tin ware.....	82 06	
Window shades and repairing.....	9 25	
Wooden ware.....	13 12	
Whiting, 20 lbs.....	88	

Carried forward..... 3,110 28

\$68,418 09

Brought forward..... \$68,418 09

BUILDING AND REPAIRS.

Mason work and material.....	\$1,719 07
Carpenters' wages.....	1,408 31
Lumber	1,073 70
Repairing roofs, gutters and leaders	893 78
Painting and glazing	848 71
Pumping Croton water	729 75
Repairing steam boiler.....	571 11
Lightning rods	418 79
Hardware and tools	388 47
Plumbing.....	302 21
Kalsomining and whitewashing.....	269 48
Steamfitting and general pipe work	251 19
Felting steam pipe.....	205 00
Steam pump	200 00
Blacksmithing.....	106 15
Gasfitting.....	99 85
Cartage.....	97 00
Wood moulding	78 60
Locks and repairing.....	44 45
Doors and sash.....	23 60
Rope.....	14 86
Rubber packing	9 69
Wheelbarrows, 3	7 50
Wire screen.....	2 28

9,763 55

FUEL AND LIGHTS.

Anthracite coal, 970 tons	\$5,157 08
Gas, 564,200 cubic feet	1,953 70
Wages of engineer and assistants.....	627 50
Carting, shoveling and hoisting coal....	478 00
Charcoal, 199 bbls.....	173 10
Sperm oil, 20 gals.....	47 91
Matches, candles and wicking	33 45
Repairing fire tools, flue brushes, etc....	27 00

8,497 74

STABLE.

221 bags oats.....	\$396 75
74 " corn and meal.....	163 75
235 " ground feed.....	156 96
Wages of stableman	126 00
Horse shoeing.....	85 00
2,789 lbs. hay	39 01
Tending cows	24 50
Repairing harness.....	11 45
Stable tools	1 88

1,005 30

Carried forward \$87,684 68

Brought forward..... \$87,684 68

WASHING.

Wages of laundresses	\$945 00	
Hard soap, 9,754 lbs.....	754 75	
Washing fluid, 28 bbls.	313 02	
Starch, 665 lbs.....	62 00	
Clothes baskets, 6.....	30 00	
Castile soap, 76 lbs.....	12 01	
Repairing wringer	9 75	
Blueing, 1 gro.	6 30	
Sal soda	4 28	
		2,137 11
Gardener's wages, seeds, manure, etc.....	869 85	
Medicines and professional attendance.....	1,069 66	
Books, slates and stationery for schools.....	909 12	
Schiffer (rent of premises temporarily occupied).....	500 00	
Expenses of delegations to Albany.....	424 26	
Post-office and revenue stamps.....	195 66	
Stationery, printing and advertising.....	146 13	
Railroad, stage fare and carriage hire.....	88 07	
Subscription to American annals.....	75 00	
Rent of safe in Park Bank.....	22 70	
Express charges.....	20 45	
Expenses on row boat.....	19 16	
Telegrams	19 05	
Expenses of Prof. Wyman's exhibition.....	15 00	
Freight.....	9 90	
Twine.....	5 00	
Discount on collections.....	5 00	
Intelligence offices.....	4 00	
Commission of deeds.....	1 75	
Insurance.....	1,963 15	
Debit balance from last account.....	18,251 96	
Balance to new account.....	12,602 70	
		<u>\$127,039 36</u>

RECEIPTS.

From Comptroller of State, for State pupils' board and tuition	\$78,750 00
From Treasurer of State of New Jersey, for board, tuition and clothing of pupils from said State	\$4,729 15
From Treasurer of State of New Jersey, for deficiency	1,905 48
	<hr/>
	6,634 63
From the comptroller of the city of New York, for clothing State and support of county pupils from said city	14,983 58
	<hr/>
	\$100,368 21

From treasurers of the following counties, for the support of county and clothing State pupils :

	Support of County Pupils.	Clothing State Pupils.	Total.
Albany	\$230 00	\$77 50	\$307 50
Allegany	71 87	22 25	94 12
Broome	230 00	.....	230 00
Cattaraugus....	460 00	60 00	520 00
Chautauqua....	460 00	120 00	580 00
Chemung .....	.....	90 00	90 00
Chenango .....	.....	60 00	60 00
Clinton	345 00	90 00	435 00
Columbia	230 00	30 00	260 00
Delaware	230 00	.....	230 00
Dutchess	230 00	120 00	350 00
Erie	1,226 66	230 00	1,456 66
Essex	230 00	30 00	260 00
Franklin .....	.....	60 00	60 00
Genesee .....	.....	60 00	60 00
Greene	230 00	90 00	320 00
Herkimer .....	.....	60 00	60 00
Jefferson .....	.....	210 00	210 00
Kings	4,159 48	1,006 61	5,166 09
Lewis .....	.....	30 00	30 00
Livingston .....	.....	161 25	161 25
Madison .....	.....	120 00	120 00
Monroe	512 70	203 13	715 83
Niagara	230 00	30 00	260 00
Oneida	1,025 40	175 63	1,201 03
Onondaga	230 00	300 00	530 00
Ontario	230 00	.....	230 00
Orange	1,380 00	210 00	1,590 00
Orleans	460 00	30 00	490 00

Carried forward \$12,401 11 \$3,676 37 \$16,077 48. \$100,368 21

Brought forw'd	\$12,401 11	\$3,676 37	\$16,077 48	\$100,368 21
Oswego.....	.....	240 00	240 00	
Queens.....	981 87	30 00	1,011 87	
Rensselaer.....	920 00	210 00	1,130 00	
Richmond.....	79 15	108 90	188 05	
Rockland.....	460 00	30 00	490 00	
Saratoga.....	.....	60 00	60 00	
Schenectady.....	.....	60 00	60 00	
Schuyler.....	230 00	60 00	290 00	
Scholarie.....	690 00	150 00	840 00	
Seneca.....	.....	30 00	30 00	
St. Lawrence...	460 00	150 00	610 00	
Steuben.....	.....	120 00	120 00	
Sullivan.....	.....	60 00	60 00	
Tioga.....	230 00	30 00	260 00	
Ulster.....	230 00	60 00	290 00	
Warren.....	.....	30 00	30 00	
Washington....	.....	60 00	60 00	
Wayne.....	125 42	168 25	293 67	
Westchester....	690 00	60 00	750 00	
Wyoming.....	.....	90 00	90 00	
Yates.....	.....	30 00	30 00	
	<u>\$17,497 55</u>	<u>\$5,513 52</u>		23,011 07

From pupils clothed by friends for clothing furnished and cash advanced.....	174 73
From paying pupils for board and tuition.....	2,616 75
From custom work in tailor's shop.....	\$45 14
From custom work in cabinet shop.....	31 59
From custom work in shoe shop.....	88 25
From sales of rags and paper.....	6 93
From sales of books.....	187 52
From sales of barrels.....	105 84
From sales of dry goods.....	38 00
From sales of pigs and pork.....	145 66
From discount on bills audited.....	19 67
	<u>668 60</u>
From legacy estate of B. F. Butler.....	150 00
From donation from a friend.....	50 00
	<u>\$127,039 36</u>

JOSEPH W. PATTERSON,
*Treasurer of the New York Institution for the
 Instruction of the Deaf and Dumb.*

STATE OF NEW YORK, }
CITY AND COUNTY OF NEW YORK, } ss.:

Joseph W. Patterson, of said city, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb; that the foregoing account, to the best of deponent's knowledge and belief, is true and just in every particular, and further saith not.

JOSEPH W. PATTERSON.

Sworn to before me this 10th }
day of December, 1870. }

GEO. FRANCIS DEMAREST,
Notary Public N. Y. Co.

Brought forward.....	\$13 06	\$65,307 81
Bed spring, 1.....	5 50	
Bed castors, 3 set.....	1 56	
Britannia pitchers, 2 doz.....	56 10	
Brooms, 25 doz.....	116 50	
Brushes (scrub), 15.....	48 50	
Brushes (window), 6.....	21 50	
Brushes (dusting), 4½ doz.....	30 50	
Burlaps, 179 yds.....	25 45	
Carpets, 143 yds.....	189 13	
Carpet binding, tacks, etc.....	18 37	
Cartage.....	61 75	
Chairs, 6 doz.....	116 75	
Crockery.....	276 89	
Door mats, 6.....	13 50	
Gas shade, 1.....	2 00	
Hair (curled), 270 lbs.....	156 60	
Knives and forks, 4 gro.....	115 50	
Looking-glasses, 6 doz.....	65 29	
Mattresses, 1.....	13 94	
Mattresses re-made, 463.....	527 62	
Moss, 263 lbs.....	52 60	
Mosquito netting.....	2 00	
Mops, 1 doz.....	4 00	
Napkins, 7 doz.....	11 38	
Oil cloth, 19 yds.....	22 75	
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Repairing clocks.....	26 50	
Repairing ranges and stoves.....	61 87	
Repairing sheet-iron work.....	32 30	
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Whiting, 20 lbs.....	88	
	<hr/>	
		3,110 28
Carried forward.....		\$68,418 09

Brought forward \$68,418 09

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Express charges.....	20 45	
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Schoharie.....	690 00	150 00	840 00	
Seneca.....	30 00	30 00	
St. Lawrence...	460 00	150 00	610 00	
Steuben.....	120 00	120 00	
Sullivan.....	60 00	60 00	
Tioga.....	230 00	30 00	260 00	
Ulster.....	230 00	60 00	290 00	
Warren.....	30 00	30 00	
Washington....	60 00	60 00	
Wayne.....	125 42	168 25	293 67	
Westchester....	690 00	60 00	750 00	
Wyoming.....	90 00	90 00	
Yates.....	30 00	30 00	
	<u>\$17,497 55</u>	<u>\$5,513 52</u>		23,011 07

From pupils clothed by friends for clothing furnished and cash advanced.....	174 73
From paying pupils for board and tuition.....	2,616 75
From custom work in tailor's shop.....	\$45 14
From custom work in cabinet shop.....	31 59
From custom work in shoe shop.....	88 25
From sales of rags and paper.....	6 93
From sales of books.....	187 52
From sales of barrels.....	105 84
From sales of dry goods.....	38 00
From sales of pigs and pork.....	145 66
From discount on bills audited.....	19 67
	<u>668 60</u>
From legacy estate of B. F. Butler.....	150 00
From donation from a friend.....	50 00
	<u>\$127,039 36</u>

JOSEPH W. PATTERSON,
*Treasurer of the New York Institution for the
 Instruction of the Deaf and Dumb.*

STATE OF NEW YORK, }
CITY AND COUNTY OF NEW YORK, } ss:

Joseph W. Patterson, of said city, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb; that the foregoing account, to the best of deponent's knowledge and belief, is true and just in every particular, and further saith not.

JOSEPH W. PATTERSON.

Sworn to before me this 10th }
day of December, 1870. }

GEO. FRANCIS DEMAREST,
Notary Public N. Y. Co.

REPORT OF THE PRINCIPAL.

To the Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN.—As you have decided that your reports to the Legislature shall henceforth bear date from the 30th of September of each year, instead of the 31st of December as heretofore, in order to make the fiscal year of the institution correspond with that of the State, the report of the progress and the condition of the institution which it is now my duty to make, will embrace the first nine months of the current year, which include the last quarter of the fifty-second and the first half of the fifty-third year since the opening of the school in May, 1818. As a corporate society the institution has entered on its fifty-fourth year.

NUMBER OF PUPILS.

	Males.	Females.	Total.
On the 31st of Dec. last, our roll of pupils embraced	316	220	536
Admitted from June 1st to Sept. 30th.....	44	38	82
Total in the institution during the last nine months,	360	258	618
Dismissals.....	35	28	63
Number of pupils Sept. 30th, 1870.....	325	230	555

Of these, 366 were beneficiaries of the State of New York, 138 of the counties of the State, and thirty-five of the State of New Jersey. The remaining sixteen were educated at the expense of their personal friends.

Of the whole number, 330 were residents of the two great cities of New York and Brooklyn, 279 of the remainder of the State, thirty-eight of New Jersey, and eight of other States and foreign countries.

Judging from information received and from applications for admission just answered, the same causes that have led to the increase of pupils for several years past are still in operation; and we shall probably have before the close of the term a larger number than now appears on our catalogue.

In addition to the causes of this increase mentioned in my report for the year 1869, viz., the increasing liberality with which the law of 1863, authorizing the admission of deaf-mute children between six and twelve years as county pupils, is carried into effect by the

town and county authorities, and the more general diffusion, by means of notices and popular sketches in the newspapers, of information respecting the institution, through the remoter parts of the State, thus bringing to us many pupils who had been kept at home through the ignorance or apathy of their parents or guardians, I would add that parents, especially those in straitened circumstances, feel the necessity of education for their deaf-mute children, much more when they are young and the hearing brothers and sisters are going to school. At that time they are more apt to make with warm interest, inquiries respecting the means of having them educated, and are more willing to send them to school. When the earliest age of admission was twelve years, the parents had by that time in many cases got over much of the difficulty of communicating, on farm and household matters, at least, with their deaf-mute children, and had begun to find them useful at home. Hence a growing disinclination to part with them. The necessity of education began to seem less imperative, and the loss of their help and society, especially in the case of the girls, far greater.

Another cause is, that young, uneducated deaf-mute children are much more liable than those who hear to suffer from accidents, especially in the streets of a city or town, and are much less easily controlled for their own good, when medical or surgical aid has to be called in, or the laws of health or safety to be enforced. Quite a number of those who are sent to the institution between the ages of six and twelve, would probably have perished at home before reaching the age of twelve.

INTELLECTUAL DEPARTMENT.

In this department the progress of the pupils has been up to the standard of previous years, and it is the constant aim of the principal and his co-laborers to make it still higher.

For the sake of greater ease in estimating the general progress made by the pupils, the school, as will be seen by the report of the committee of examination, was classified in five grades, namely, the primary, the intermediate, the academical, and the articulative, and the High Class.

Under the head of *Primary* were embraced all the classes whose members had not advanced in their studies beyond the "elementary" volume of the course of instruction, without regard to age, or whether State or county pupils.

Under the head of *Intermediate* were classed those who had not yet completed their fifth year as pupils, or had not finished the third part of the course of instruction.

Under the head of *Academical* were classed the better portion of those who had been re-selected by the superintendent of public instruction for an additional term of three years.

Under the head of *Articulative* were included those who, by experiment, were found capable of instruction in lip-reading and oral speech to such an extent that it was possible to conduct their education entirely by this process, aided by writing and the manual alphabet, without the use of signs in the school room.

In the *High Class* were collected those who, having passed through the ordinary course of eight years provided for deaf-mutes as State pupils, were, by a special provision of law, selected for a further period of instruction; with whom were joined those who, in a shorter term of instruction, had made equal progress, by reason of superior talent, early advantages, or the fact that they had acquired ability to converse, to a greater or less extent, and especially to think, in the English language before they became deaf, and still retained this ability; a condition which gives to them the technical appellation of *semi-mutes*. This last class, coming to school with a knowledge of language and a development of ideas, to obtain which requires for the deaf-mute from birth several years of diligent labor, the more gifted of them, naturally attain to the High Class much earlier than the most intelligent of their school-mates who never had the great advantage of learning language in nature's mode, through the ear.

There is nothing special to be said of the first two grades. The teachers have been faithful and capable, and the pupils have in the main, seconded their efforts, making all the progress that could be expected of them according to their several abilities. In these two grades, the main subject of study is the English language, its vocabulary and phraseology, as applicable to the common concerns of life, taught in sentences, narratives, descriptions, dialogues and letters. In the case of most deaf-mute pupils, a great deal of repetition, and of reviews of former lessons in the school-room, is necessary to imprint firmly in the memory, the numerous words and phrases of our copious and idiomatic language. They also receive lessons in arithmetic and elementary geography, with some general notions of the history of their own country. But their most important supplementary study is of course the little volume of "scripture lessons." This book,

embracing only those great fundamental truths of religion in which all sects agree, with a brief outline of scripture history from Adam to the apostles, is put into the hands of the pupils within the first few months of their course. In sentences of the very simplest construction, carefully explained by a pantomime, intelligible to the pupil of only a few months standing, they are thus taught the existence and attributes of God, their duties to God and to each other, and the great facts of the creation, the fall, redemption and immortality. Among the advantages to the deaf and dumb of a residence in the institution, one of the very greatest is this early religious instruction, which the true deaf and dumb can receive only in their natural language of signs, and that language in the hands of a master.

In the Academical Grade, special attention is given to the more difficult forms of the English language, especially as they occur in studies now pursued in universal history, the history of our own country, higher geography, higher arithmetic and select portions of the Bible.

In the High Class, studies of a still more elevated character are pursued, for the progress of the pupils in which I refer you to the report of Dr. McVickar, accompanying the report of the committee of examination.

Since the beginning of the present term, a change has been made in the programme of instruction for this class, which entitles a portion of its members to a higher rank, more properly designated as collegiate. This has been made feasible by a change of the hours of the institution, which has been made with the consent of the committee of instruction, and which has proved very satisfactory in its workings during the past year, greatly promoting the convenience of the instructors without any appreciable loss of time in the school-rooms.

The pupils go into school at eight o'clock in the morning, and, with only an interval of ten minutes for recess, remain till one o'clock, when they have their dinner. This gives the afternoon for the purposes of recreation, of instruction in trades, and of special instruction of exceptional cases.

That portion of the High Class, both male and female, who, by reason of early advantages, natural facility, superior diligence or any other cause, were enabled to get much in advance of their fellows, have been placed in a supplemental class by themselves, to which were admitted several of the deaf-mute teachers who desired to place themselves in point of attainments on a footing with men of collegiate education or its equivalent.

A number of liberally educated men among the instructors, heretofore known as *professors*, but without any special chairs, expressed themselves willing, at the suggestion of the principal, without formal action on the subject by the board, to spend the time necessary in the afternoon, in addition to their labors in the class-rooms in the morning, to give lessons to the members of this supplemental class in such divisions as would enable each and all of its members to make the most rapid progress possible.

To this end, the principal made the following appointments :

Oliver D. Cooke, M. A., professor of intellectual and moral philosophy, and of the English language, charged with the special supervision of the class.

Weston Jenkins, M. A., professor of the Latin and Spanish languages.

Henry Winter Syle, B. A., professor of natural philosophy and chemistry.

Francis D. Clarke, M. A., professor of mathematics.

John R. Burnet, M. A., professor of the French and German languages and of natural history.

William E. Clarke, professor of Greek.

This arrangement will add greatly to the value of the institution as a school of learning for the deaf and dumb, and will provide the means of the highest intellectual culture for every deaf-mute in the State, whose circumstances will permit him or her to remain a sufficient time in the institution.

It will moreover have a reflex influence on every teacher and class in the institution, raising the general tone of thought and standard of attainments by the free intercourse of the members of the selected class with teachers and pupils ; their co-operation in debates and lectures, and the superior manner in which they will become able to discharge the duties of monitors.

If perchance any of these deaf-mute members of our collegiate department, shall attain a sufficiently high position in learning or in science to enable them, as some deaf-mutes have done, to hold a rank of equality with the graduating classes of the colleges in the city of New York, we have received encouragement to believe that means can be found to obtain for such of our deaf-mute students the usual collegiate degrees.

Some of the pupils thus instructed will, however, not be able to remain a sufficient time to reap the full benefits of a liberal educa-

tion, and to them I would recommend that they avail themselves of the noble provision made for them by the Federal government at the National College for deaf-mutes, in Washington, D. C., which is under the presidency of Dr. E. M. Gallaudet, who sustains so worthily the name of him, to whose memory all teachers of the deaf and dumb in this country will ever do reverence. This college, I am assured, reaches and maintains a creditable standard of scholarship, and exemplifies, in a thorough and happy manner, what Christian philanthropy has been able to accomplish in behalf of those who were once considered far below the ordinary level of humanity, and who, when uneducated, are still held in the presumption of law, as idiots or persons of unsound mind.

This extension of the period of instruction secures to the talented deaf-mute and semi-mute a longer continuance of that social happiness which for them is not to be found, in equal measure, outside the walls of an institution, and prepares them more perfectly for the duties of maturer years. None but the bondman is less fitted, by education, for a life of even manual toil, for the brain ever lightens the labor of the hand; and in the case of the deaf-mute, whose misfortune so generally places him at a disadvantage among his fellows, the importance of thorough training is much more conspicuous. From the last report of that institution, I am, however, happy to learn that the community has need, for positions of responsibility and trust, for all the deaf-mutes the college has been able to send forth, its nine graduates receiving already an aggregate yearly income of \$9,600.

ARTICULATION.

The school of articulation and lip-reading is still under the direction of Professor B. Engelsmann, assisted by two lady teachers of much zeal and tact in this branch of instruction, Misses Meigs and Hamilton. The semi-mutes, the semi-deaf, and some congenital mutes of remarkable quickness of eye and intelligence, are taught in this division. The success, it is believed, is as great as can be found in any other school. We can show remarkable cases of proficiency both in speaking intelligibly and in reading readily on the lips, including some who were deaf from birth.

Still we have found no reason to change the opinions long held and often expressed, that exercises in articulation and lip reading are beneficial only in exceptional cases; and that for the greater number

of the deaf and dumb they would be time and labor wasted, beyond so much as might avail in each case to test the capabilities of the individual, and, also, I may add, to give him so much use of his voice as may be needful to summon help in emergencies, or to gain control of domestic animals. At present, fifty of our pupils are in the articulation department. The number may be increased hereafter, if it shall appear that a greater proportion of our pupils are capable of deriving decided benefit from vocal exercises.

All branches of education below the grade of the High Class are attended to in this department, from the simplest lessons in language to arithmetic, geography, history, natural philosophy and composition. Pupils in this department are transferred to the High Class as soon as they have become thoroughly fitted for it.

Besides his regular duties as principal teacher in the articulation department proper, Prof. Engelsmann gives daily attention to training the instructors of classes in the other departments, to teach articulation, the object being to give such lessons to all the pupils in the institution, devoting to each time enough to discover whether or not his capabilities are such as to warrant the expenditure of time and labor.

Perhaps it may be found, that with those pupils whose facility in learning to speak and to read on the lips is decided (and only with these, will such instruction be advisable), as much progress may be made in these accomplishments by giving articulation lessons for a portion of each day, the pupil still following the course of his class taught mainly by signs, as by conducting his education wholly by means of articulation and lip reading. This experiment is now in process of trial here, and I await the result with much interest.

SOCIAL INFLUENCES.

Few people understand or realize how peculiar the social and intellectual life of the deaf and dumb must necessarily be; in what a different atmosphere, so to speak, they must live and move and have their being. The inexorable law that, under whatever system instructed, they can communicate with their fellow men only through the eye, or, in the dark, more slowly and imperfectly by the touch, at once stamps all the deaf as a people apart.

It is in vain that the advocates of articulation and lip-reading propose restriction to that kind of instruction as a remedy for this comparative isolation of a deaf man among those who hear, for however

diligently and successfully the faculty of reading on the lips may be cultivated, it will not avail to enable the deaf to follow a sermon or other public discourse, or to share in the general conversation of a social circle.

It is only in their own language of signs that deaf-mutes can be eloquent or graphic, or can enjoy the eloquence of others. In that language only can they share on equal terms in a general conversation, and by no other medium can they exchange ideas with that rapidity natural to the active mind of youth. When words have either to be spelled or written out at length, or articulated with laborious distinctness, conversation becomes comparatively tedious, even to those whose knowledge of alphabetic discourse is the most intimate. The best educated among the deaf, placed in a society where signs are not understood, find themselves at a great disadvantage. Their communications must necessarily be slow, and made individually. Thus they can only learn the few leading facts of what is passing around them, or, in the language of Dr. Kitto, one of the most eminent of deaf men, gain "only the dry bones of conversation without the grace, the drapery, the gilding." They cannot, like those who are blest with the faculty of hearing, sit quietly enjoying the flow of conversation or the eloquence of a public speaker. But in a society where the language of signs is used they find themselves able to share to the full extent all the intellectual and social enjoyments and religious privileges which depend on the rapid and unimpeded flow of thought from mind to mind.

The mere society of the institution, where the pupils and teachers gather in circles to enjoy the wit, logic, or eloquence of the best minds among them, or to share the experience of all who have met with adventures, is in itself a powerful stimulus to mental activity and a means of intellectual culture. Lectures and debates furnish further opportunities outside the school-rooms for intellectual enjoyment and improvement. When the pupils of any class receive from their teacher any new or interesting fact or amusing anecdote, they are apt to impart it by signs to their school-mates of other classes, till it becomes common property. Thus it is that the use of our expanded and improved language of signs tends in so great a degree to raise the general standard of intelligence among the pupils of the institution, and to favor the rapid development and free and joyous exercise of their faculties.

Hence it is that the society of the institution is so attractive to all

who have once tasted its enjoyments. The pupils generally regard it as their Eden. Most of them return to it at the close of their vacations with willingness, even with eagerness, and leave it at the end of their terms with regret.

We have had a recent example of the short time required for a deaf-mute to become at home in the institution and attached to its society. A girl of naturally quick intelligence and pleasing appearance, but wholly unlettered, was brought to the institution from Jefferson county. She came before the school reassembled, and was placed her father at board by with a family in the neighborhood. Getting weary of her situation, she suddenly disappeared, causing great alarm and anxiety. In a few days, however, we heard that she had found her way to Watertown, and thence had been forwarded by a benevolent citizen to her home. As she could only write her name, and had no idea of the name of her place of residence, her being able to get so far on her way home, doubtless passed free from train to train by kind-hearted conductors, is a mystery. We can only conclude that she had a keen instinct for retracing the several railroads by which she came here. Sent back to school by her friends, she in a few weeks learned to prefer it to her home, and left it for a short vacation with regret.

In contrast with this instance of the rapid development of a taste for intellectual and social enjoyments, is a case in which the community was startled by a fearful crime perpetrated by an uneducated deaf-mute.

A colored boy, deaf and dumb from birth, became a town charge, and instead of being sent to the institution to be educated as he ought to have been, was bound to a wealthy farmer, who, unable to reason with his deaf-mute apprentice, required of him tasks which were necessarily often distasteful. Under these circumstances, with no means of cultivation for his moral and intellectual faculties, and with no religious ideas whatever, the boy grew up sullen and revengeful. One day under some supposed provocation, which he may have fancied intolerable injustice, he turned on his master and killed him with an axe.

At the preliminary examination in this case, to decide whether the unhappy mute could legally be considered as *compos mentis*, the principal and one of the teachers of this institution were called in as *experts*. Their testimony was to the effect that the deaf-mute could not be considered responsible to the same extent that a man

of ordinary intelligence and education is responsible. The case did not go to the jury, but it was recommended by the judge that the prisoner should be given opportunities of education for a while, at least, so that he might become able, in some degree, to conduct his defense.

Had this poor deaf-mute, now only eighteen years old, been sent to the institution at the proper time, he might very probably have become a useful man and a Christian. This case shows that those who keep deaf-mutes from school that they may profit by their unpaid labor, do so at great peril; for uneducated deaf-mutes, in many cases besides this, have grown up to become a terror in the neighborhood where they live. It is to be hoped the lesson may be heeded.

In cases where uneducated deaf-mutes have been accused of crime, the judicial authorities have always been much embarrassed in deciding on the degree of their accountability. In many cases they have been ruled not accountable. In others, especially in courts where the English common law prevails, they have been held incapable of being tried, on technical grounds, and ordered to indefinite confinement, like other dangerous irresponsible persons. In France, in many cases, the verdict has been guilty with extenuating circumstances, the effect of which is to secure a greater or less mitigation of punishment. It seems desirable that there should be some special statutory enactment for such cases.

As this young man is still capable of instruction, it is a very grave question what can be done for him. The rules of the institution refuse admission to persons who have committed serious crimes; and certainly the friends of our pupils would be reasonably alarmed at the idea of having their children in daily association with one who had displayed such fearful and uncontrollable violence of passion. Should the deaf-mute be placed in one of the reformatory institutions, in this vicinity, I would willingly charge myself with finding means for his intellectual and moral training. I hope some such arrangement may be made, in the hope of saving this immortal soul, and of removing the barrier which now subsists between it and the light of human kindness and divine promises.

THE MECHANICAL DEPARTMENT.

This very important department of the institution has been during the year in a satisfactory condition. The new shop rooms, spacious,

airy and well lighted, make the tasks of the apprentices more pleasant and healthful. New and improved tools and machinery have been introduced, whereby more work can be done, and in a more uniform manner, with less of drudgery.

The high value, to at least nine out of ten of our male pupils, of the instruction that is to give them the ability to earn their own living, and especially to train them in pliant youth to industrious habits, has often been set forth in our annual reports. To give the deaf-mute wards of the State a high degree of intellectual culture, without the ability not merely to gratify their literary and esthetic tastes, but even to procure a bare subsistence by their own efforts, is a very doubtful benefit to the deaf-mutes themselves, and manifestly most unwise as a measure of State policy. The primary motive for educating the deaf and dumb, undoubtedly, was compassion for their deplorable state of darkness and privation. The secondary but hardly less important motive is to make them good and useful citizens. In doing this we both greatly promote their own happiness and benefit the community, by raising to the rank of valuable members of society those who, without the special education of the institution, too often become paupers or vagabonds, or even criminals.

It has long been a desideratum to add to our rather restricted list of trades, printing and some of the arts of design. I am persuaded that the board would long since have taken action in favor of establishing a printing office, had they possessed the means. Now that, after a long period, during which the most stringent economy has been necessary, we at last find ourselves free from debt, and with a surplus applicable to improvements, I respectfully urge that the establishment of a printing office should not long be deferred. Printing is one of the most attractive and suitable trades for the more gifted among our pupils; and the institution itself requires much printing, which could be much more conveniently and readily done in our own establishment. Moreover, many lessons, now necessarily copied by the pupils in manuscript, could be printed with great advantage if we had a press of our own.

HEALTH.

For the period covered by this report, the health record of the institution has been on the whole, favorable. Referring to the report of the physician for particulars, I would observe that the accommodations for epidemic cases in the hospital rooms, in a wing of the mansion house, though sufficient for all ordinary occasions, are insuffi-

cient for such extraordinary occasions as in the history of so large an institution may sometimes occur. It may be the part of wisdom to provide a separate hospital building for our community of nearly six hundred souls.

We lost two promising pupils early in the spring; one, Louis Oechsner, of New Providence, N. J., by a pulmonary affection, and the other, Charles A. Pimm, of Huron, Wayne county, N. Y., by Bright's disease of the kidneys, supervening as a sequel to scarlatina.

Two more deaths saddened our community early in June. Albert Beverly, of Chautauqua county, who had nearly reached the end of his last term, and during the whole eight years had for good conduct and diligence stood among the foremost on our roll of honor, but who had never been blessed with a vigorous constitution, sunk under an attack of double pneumonia. Only a few hours later the spirit of Margaret A. Youell, of New York city, escaped from its house of clay. She had long been wasting away, and a last effort was made to save her life by removing a tumor in the neck, but without success.

We have also to record the deaths of three interesting female pupils, who died at home during the vacation.

With the families thus bereaved I most sincerely sympathize. They are assured that all that medical skill and kind and faithful nursing could do was done. In each case the fatal termination was probably due to a want of stamina in the constitution. To parents and friends it must be a blessed source of consolation that their children had had in the institution those opportunities for religious instruction which they could never have enjoyed if they had been kept at home; and that they had been taught to look with a Christian's hope to that promised land, where the deaf shall hear and the dumb shall sing the songs of angels.

The number of deaths seems large in proportion to the very favorable record of the institution in former years. But if we compare it with the ordinary experience of communities of five or six hundred, embracing as ours does, a large proportion of those children who are of exceptionally defective organization, we shall find that our proportion of deaths hardly reaches the average.

CHANGES OF PERSONNEL.

There have been no changes in the domestic department during the year.

Of the teachers, only one has left, Mrs. Clara P. Johnson, whose

employment last year was only a temporary measure, her domestic duties not permitting her to make it permanent.

Mr. John R. Burnet, a semi-mute gentleman, who was last year employed as a temporary teacher, in addition to his regular duties as clerk to the principal, has been regularly appointed a professor. Mr. Burnet was a teacher in the institution for a short time many years ago. He married one of our pupils and retired to other pursuits till a few years since, but has always continued to take great interest in the institution and in the cause of deaf-mute education, and to keep himself posted by reading and personal observation as to the progress made in our art.

Two additions have been made to our list of semi-mute teachers; Thomas H. Jewell and Miss Annie Wager, two of the best graduates of our High Class, last June. Two have also been made to our roll of well-educated speaking teachers; Mr. William E. Clarke and Miss Bessie Fitzhugh. All these teachers have entered on their duties with a zeal and intelligence that augurs well for their success.

ENLARGEMENT OF BUILDINGS.

Our school-house, designed to have three stories, stopped for want of funds at two, giving twenty class rooms. The great increase of pupils within two or three years has made this number insufficient. Six or seven of the classes, crowded out of the school-house, were held in one of the large sitting rooms, an inconvenient arrangement in many respects. The dormitories were also somewhat crowded. Owing to your sagacious management both these inconveniences are now to be speedily remedied. By completing the school-house, according to the original plan, ten more school rooms are gained, and by crowning it with a Mansard roof we have a spacious and airy dormitory for a part of our male pupils. I much regret that, owing to the great heat of the summer, compelling temporary suspensions of labor on the building, we have not yet entered on the possession of these new accommodations. Their completion will relieve us from all the inconveniences and sanitary dangers that result from massing too many children together.

CONVENTION AT INDIANAPOLIS.

The convention of teachers of the deaf and dumb, held in Indianapolis in August last, was attended by the Principal Emeritus and the principal and some of the teachers of this institution. It was also largely attended by instructors from all parts of the country and

was a pleasant and profitable gathering. This was the seventh such convention that has been held, counting the conference of principals held in Washington two years and a half ago as the sixth. The proceedings are to be published in full by the Indiana institution; the trustees and officers of which exercised on the occasion a generous hospitality that will make this convention a green spot in the memory of those who took part in it.

Our own institution was the first to move in the matter of holding conventions for free discussion and interchange of views and of experience among teachers from all parts of the country. The first convention was held twenty years ago in our old building in Fiftieth street, and its proceedings published as an appendix to our thirty-second annual report. By a vote of the convention, the next meeting is to be held in 1873, the place being left for future consideration.

EXHIBITIONS.

Among the incidents of the year, I recall with pleasure the exhibition of a number of our pupils, embracing members of the youngest, of the most advanced, and of the articulating classes, given by special invitation in the Assembly Chamber in March last.

In a letter from Albany to the "Daily Register" of Hudson, written, it is understood, by an eminent man of letters, this exhibition is spoken of in terms of warm and generous commendation, as showing in the case of our articulating pupils, how "truly the deaf are made to hear and the dumb to speak;" that the exhibitions of the language of signs and pantomime were "so vivid and life-like, that the dullest could not fail to comprehend," and that the written exercises were "choice in language and apt in narration."

The advantages derived from such exhibitions extend beyond the occasion for which they are given. The members of the Legislature from distant parts of the State are, by witnessing them, not only enabled to vote understandingly when proposed legislation affecting the deaf and dumb comes before them, but further, they carry to their respective neighborhoods a knowledge of, and an interest in the subject of deaf-mute education, which may often be the means of introducing deaf-mutes to the privileges provided for them in the institution.

CONCLUSION.

In closing this record of the period which has just dropped from the calendar of time, a period rendered striking by no remarkable occurrences in our history, but abundant in evidences of continued

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Mr. John R. Burnet, a semi-mute gentleman, who was last year employed as a temporary teacher, in addition to his regular duties as clerk to the principal, has been regularly appointed a professor. Mr. Burnet was a teacher in the institution for a short time many years ago. He married one of our pupils and retired to other pursuits till a few years since, but has always continued to take great interest in the institution and in the cause of deaf-mute education, and to keep himself posted by reading and personal observation as to the progress made in our art.

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Our school-house, designed to have three stories, stopped for want of funds at two, giving twenty class rooms. The great increase of pupils within two or three years has made this number insufficient. Six or seven of the classes, crowded out of the school-house, were held in one of the large sitting rooms, an inconvenient arrangement in many respects. The dormitories were also somewhat crowded. Owing to your sagacious management both these inconveniences are now to be speedily remedied. By completing the school-house, according to the original plan, ten more school rooms are gained, and by crowning it with a Mansard roof we have a spacious and airy dormitory for a part of our male pupils. I much regret that, owing to the great heat of the summer, compelling temporary suspensions of labor on the building, we have not yet entered on the possession of these new accommodations. Their completion will relieve us from all the inconveniences and sanitary dangers that result from massing too many children together.

CONVENTION AT INDIANAPOLIS.

The convention of teachers of the deaf and dumb, held in Indianapolis in August last, was attended by the Principal Emeritus and the principal and some of the teachers of this institution. It was also largely attended by instructors from all parts of the country and

was a pleasant and profitable gathering. This was the seventh such convention that has been held, counting the conference of principals held in Washington two years and a half ago as the sixth. The proceedings are to be published in full by the Indiana institution; the trustees and officers of which exercised on the occasion a generous hospitality that will make this convention a green spot in the memory of those who took part in it.

Our own institution was the first to move in the matter of holding conventions for free discussion and interchange of views and of experience among teachers from all parts of the country. The first convention was held twenty years ago in our old building in Fiftieth street, and its proceedings published as an appendix to our thirty-second annual report. By a vote of the convention, the next meeting is to be held in 1873, the place being left for future consideration.

EXHIBITIONS.

Among the incidents of the year, I recall with pleasure the exhibition of a number of our pupils, embracing members of the youngest, of the most advanced, and of the articulating classes, given by special invitation in the Assembly Chamber in March last.

In a letter from Albany to the "Daily Register" of Hudson, written, it is understood, by an eminent man of letters, this exhibition is spoken of in terms of warm and generous commendation, as showing in the case of our articulating pupils, how "truly the deaf are made to hear and the dumb to speak;" that the exhibitions of the language of signs and pantomime were "so vivid and life-like, that the dullest could not fail to comprehend," and that the written exercises were "choice in language and apt in narration."

The advantages derived from such exhibitions extend beyond the occasion for which they are given. The members of the Legislature from distant parts of the State are, by witnessing them, not only enabled to vote understandingly when proposed legislation affecting the deaf and dumb comes before them, but further, they carry to their respective neighborhoods a knowledge of, and an interest in the subject of deaf-mute education, which may often be the means of introducing deaf-mutes to the privileges provided for them in the institution.

CONCLUSION.

In closing this record of the period which has just dropped from the calendar of time, a period rendered striking by no remarkable occurrences in our history, but abundant in evidences of continued

prosperity, the sentiments most naturally suggested are thankfulness for the past and hope for the future.

Building carefully and surely upon the foundation of experience, may we not rest satisfied with what we have been able to accomplish; but sensitively responsive to the throbbings of the large heart of humanity, which yearns over misfortune, and rejoices in every effort to relieve the disabilities under which so many labor, strive to make the institution, in all its appointments, and in all its processes, more worthy of the great State which has fostered it.

Respectfully submitted,

ISAAC LEWIS PEET,

Principal.

October 1, 1870.

LIST OF PUPILS

In the New York Institution for the Instruction of the Deaf and Dumb, September 30th, 1870.

MALES—RESIDENCE.

Name.	Town.	County.
Abbot, Gorham D.....	New Haven	New Haven, Ct.
Adner, Frederick.....	Antwerp	Jefferson.
Austin, Eli	Elmira.....	Chemung.
Ayres, Charles A.....	New York	New York.
Balsam, Ernest	New York	New York.
Ball, Hiram L.....	Cicero	Onondaga.
Ballin, Albert.....	New York	New York.
Barry, Edmund	New York	New York.
Barton, Clarence E.....	New Rochelle ...	Westchester.
Bauer, Thomas.....	New York	New York.
Baxter, Charles H.....	Avoca	Steuben.
Baylor, Jesse	Washington	Warren, N. J.
Becket, William H.....	Brooklyn	Kings.
Bednartz, Henry.....	New York	New York.
Bell, Milton	Hackettstown.. .	Warren, N. J.
Benson, William Knapp.....	Hume	Allegany.
Bentley, Thomas.....	New York	New York.
Bessac, John.....	Hudson	Columbia.
Blackburn, Charles	Gouverneur	St. Lawrence.
Blanchard, Isaac A.....	Charlestown	Essex, Mass.
Blood, William H.....	Elmira	Chemung.
Bodine, Charles V.....	Wallkill	Orange.
Bond, William A.....	Brooklyn.....	Kings.
Bonney, Albert F.....	Hamilton	Madison.
Brennan, John.....	New York	New York.
Brennan, Patrick.....	New York	New York.
Brewer, Samuel.....	New York	New York.
Brodie, Michael.....	Buffalo	Erie.
Brown, Martin.....	New York	New York.
Brown, Nye.....	Clay	Onondaga.
Brown, Fred. T.....	Brooklyn	Kings.
Brown, Ellsworth A.....	Kirkland.....	Oneida.

Name.	Town.	County.
Bull, Richard E.....	Castleton.....	Richmond.
Burns, James.....	Brooklyn.....	Kings.
Burrucker, George.....	New York.....	New York.
Burt, Harrison A.....	Ticonderoga.....	Essex.
Burns, Charles.....	Brooklyn.....	Kings.
Butler, John R.....	New York.....	New York.
Cain, John.....	Utica.....	Oneida.
Carmichael, Wilson.....	Stuyvesant.....	Columbia.
Card, Charles E.....	Lebanon.....	Madison.
Canlon, John.....	Havana.....	Schuyler.
Carroll, William.....	New York.....	New York.
Cary, Ebenezer.....	Italy.....	Yates.
Carruthers, James.....	Waddington.....	St. Lawrence.
Cheeseman, Marsena E.....	Sardinia.....	Erie.
Childs, Waldo C.....	Albany.....	Albany.
Clackett, Henry M.....	Brooklyn.....	Kings.
Clark, Bernard.....	New York.....	New York.
Clark, George E.....	Canisteo.....	Steuben.
Clough, Frederick.....	Seneca.....	Ontario.
Cocaigne, Frederick N.....	Cape Vincent.....	Jefferson.
Cogswell, Marion.....	Marion.....	Wayne.
Collins, William T.....	Easton.....	Washington.
Coleman, William.....	Niagara.....	Niagara.
Connor, George.....	St. Johnsville.....	Montgomery.
Cooper, Charles.....	Rochester.....	Monroe.
Cottman, John C.....	New York.....	New York.
Counihen, Michael.....	New York.....	New York.
Crorken, Francis.....	Brooklyn.....	Kings.
Cruikshank, George W.....	New York.....	New York.
Cunningham, John.....	New York.....	New York.
Danz, George.....	New York.....	New York.
Davis, Daniel J.....	Marlborough.....	Ulster.
Davit, Henry.....	Kingston.....	Ulster.
Davoue, Henry Scott.....	New York.....	New York.
Decker, George Henry.....	Red Hook.....	Dutchess.
Delhagen, Greenleaf.....	Paterson.....	Passaic, N. J.
Delory, Cornelius.....	New York.....	New York.
Devoe, Albert A.....	New York.....	New York.
Dezendorf, Alexander.....	Brooklyn.....	Kings.
Dinehart, Zaccheus.....	Amboy.....	Oswego.

Name.	Town.	County.
Doane, Charles Sumner.....	Scottsville.....	Monroe.
Doane, James Barclay.....	Scottsville.....	Monroe.
Dobbs, John Henry	Cornwall.....	Orange.
Dodge, Albert A.....	Buffalo	Erie.
Doenges, Frederick.....	Mount Vernon...	Westchester.
Donnelly, John F.....	Brooklyn	Kings.
Donnelly, Joseph H.....	New York.....	New York.
Donohue, James P.....	New York.....	New York.
Doran, James E.....	Syracuse	Onondaga.
Douglas, Ranald.....	New York.....	New York.
Dovale, Josias M.....	Curacoa.....	West Indies.
Drennan, Richard.....	New York.....	New York.
Dunlap, Edward.....	Brooklyn.....	Kings.
Eckhard, George F.....	Utica	Oneida.
Eddy, Jonathan H.....	Harmony	Chautauqua.
Edmonston, Charles.....	Cornwall	Orange.
Eckert, Frederick.....	New York	New York.
Ehle, Eugene	Minden	Montgomery.
Eckhardt, Adolphus.....	New York	New York.
Elliot, Henry.....	Brooklyn	Kings.
Eltrich, William.....	New York	New York.
Emmons, Alfred	New York	New York.
Emmons, William A.....	Millstone.....	Somerset, N. J.
Farley, George.....	New York	New York.
Field, Stephen P.....	Fabius	Onondaga.
Fitzpatrick, John.....	Constantia.....	Oswego.
Forthman, William.....	New York	New York.
Fox, David.....	New York	New York.
Frazer, John.....	New York	New York.
Friend, Julius	New York	New York.
Frigheit, Lewis.....	Le Roy	Genesee.
Frey, Henry.....	New York	New York.
Frost, Edwin F.....	Brooklyn	Kings.
Fry, William De Groot.....	Brooklyn	Kings.
Gallagher, Thomas	Jersey City.....	Hudson, N. J.
Getsinger, Taylor Johnson...	Buffalo	Erie.
Gibbs, Willie S.....	Sodus.	Wayne.
Gilder, Richard	New York	New York.
Gillet, Frederick B	Lafargeville	Jefferson.
Gillet, Lyman Otis.....	Lafargeville	Jefferson.

Name.	Town.	County.
Godfrey, Thomas.....	Brooklyn	Kings.
Goodison, Thomas.....	Sweden	Monroe.
Gordon, Washington A	Brookhaven.....	Suffolk.
Goldvogel, Alexander.....	New York	New York.
Gough, Patrick.....	Riga	Monroe.
Gray, West Washington.....	Durhamville.....	Oneida.
Griffin, Fred.	Schroeppe!	Oswego.
Graham, Chas. E.	De Ruyter	Madison.
Grubear, George	Brooklyn.....	Kings.
Guggenheimer, Albert	New York	New York.
Hadden, Henry.....	New York	New York.
Hahn, Maximillian.....	Rome.....	Oneida.
Hall, William Franklin.....	Whitehall	Washington.
Hall, Joseph H	New York	New York.
Hallicy, Edward J	Flushing	Queens.
Hammond, Frederick.....	Walton	Delaware.
Hankinson, Adolphus.....	Freehold	Monmouth, N. J.
Hanneman, Morris	New York	New York.
Hanneman, Julius.....	New York	New York.
Hatch, Frederick H	Morrisania	Westchester.
Hayes, James.....	New York	New York.
Head, Wilson M.	Madison	Madison.
Hebing, William.....	Rochester	Monroe.
Heller, Edwin D.....	Musconetcong ...	Hunterdon, N. J.
Heller, Henry A.....	Musconetcong ...	Hunterdon, N. J.
Henry, David T	Lebanon	Hunterdon, N. J.
Herbst, Valentine	New York....	New York.
Herrick, Richard.....	Farmersville.....	Cattaraugus.
Heslin, Lawrence F.....	Brooklyn	Kings.
Hewitt, Frederick Wm.....	New York.....	New York.
Heydon, Thomas M.....	New York.....	New York.
Hogan, James, Jr.	New York.....	New York.
Hogan, John	New York.....	New York.
Hofman, Frederick	New York.....	New York.
Holland, Thomas.....	New York.....	New York.
Horle, Francis.....	New York.....	New York.
Hotaling, Oscar N.....	New Scotland ...	Albany.
Hotchkin, Oscar.....	Rockland	Sullivan.
Howard, Sidney H.....	Aurora	Erie.
Howell, Wallace F.....	Brookhaven	Suffolk.

Name.	Town.	County.
Howell, Wm. Leonard	Brookhaven	Suffolk.
Hunt, Geo. Selden	New York	New York.
Hunt, John S.	Wawayanda	Orange.
Hyland, Matthias	Brooklyn	Kings.
Innis, Edward	New York	New York.
Innis, William	New York	New York.
Irwin, Matthew J	Wawarsing	Ulster.
Jackson, William	New York	New York.
Johnston, William F.	Richmond	Virginia.
Jones, James	Seneca Falls	Seneca.
Jones, William G.	New York	New York.
Kane, James	Amboy	Middlesex, N. J.
Kelder, Eli	Wawarsing	Ulster.
Kennedy, John	Macedon	Wayne.
Ketcham, Elbert C.	Huntington	Suffolk.
King, Frederick H	Elmira	Chemung.
Kinney, Webster	Wright	Schoharie.
Kinsella, Richard A	New York	New York.
Klingman, Francis	New York	New York.
Knowlton, John J. M.	New York	New York.
Koffman, Abey	New York	New York.
Koffman, Lewis	New York	New York.
Koffman, Samuel	New York	New York.
Kowald, August	Buffalo	Erie.
Kriebal, George	Utica	Oneida.
Lancier, John	Bergen	Genesee.
Lang, Julius F.	New York	New York.
Lawlor, Joseph	Greenbush	Rensselaer.
Lawton, Charles	Great Valley	Cattaraugus.
Lawton, Charles W.	West Hoosick	Rensselaer.
Leonard, John Henry	New York	New York.
Lesch, John	Dunkirk	Chautauqua.
Letts, Charles	Salina	Onondaga.
Leviness, George E	Pelham	Westchester.
Lounsbury, John A	West Farms	Westchester.
Lyons, Lewis F.	New York	New York.
Mages, John	New York	New York.
Magill, William B.	New York	New York.
Mahoney, Daniel	New York	New York.

Name.	Town.	County.
Mahrlein, Theodore	New York	New York.
Maerhofer, Julius B	New York	New York.
Malkmeers, Charles.....	New York	New York.
Maloney, John	New York	New York.
Manahan, John	Syracuse	Onondaga.
Mann, Chester Q.	New York	New York.
Matteson, John F.....	Farnham	Erie.
Mathers, Geo. S.....	New York	New York.
Matthews, Eugene.....	New York	New York.
McBride, Daniel	Brooklyn.....	Kings.
McCaffrey, Michael.....	Brooklyn.....	Kings.
McClave, Henry	New York	New York.
McClelland, Samuel W.....	New York	New York.
McCormick, Martin	New York	New York.
McFaul, Michael	New York	New York.
McGrath, Roger	Ridgeway	Orleans.
McGrath, James A.	Liberty	Sullivan.
McLaughlin, John.....	Brooklyn	Kings.
Meerschaum, Antvine	Brooklyn.....	Kings.
Milbier, Adam.....	Syracuse	Onondaga.
Miller, Henry.....	West Gilboa.....	Schoharie.
Morgan, Geo. C.....	Hartland	Niagara.
Morgan, Frank	Binghamton	Broome.
Mornhinway, John R.	Mount Vernon...	Westchester.
Morse, Morrell N.....	Eaton	Madison.
Mullin, Thomas.....	Hudson	Columbia.
Munger, Roscoe S.....	Salisbury.....	Herkimer.
Murphy, John M.....	New York	New York.
Myers, William	Gouverneur	St. Lawrence.
Nash, James.....	Lenox	Madison.
Neiser, August	New York	New York.
Nelson, Samuel	New York	New York.
Newby, John A.....	Greenport	Suffolk.
Newkirk, Spencer.....	Goshen	Orange.
Newton, Charles	Owego.....	Tioga.
O'Brien, Charles	New York	New York.
O'Neil, James	Whitehall	Washington.
Oney, David M.....	Brooklyn.....	Kings.
Ormsby, Edward A.....	East Chester.....	Westchester.

Name.	Town.	County.
Palin, Edwin	Brooklyn.....	Kings.
Partington, John F.....	Brooklyn	Kings.
Perez, Jose Jil	Panama.....	Central America.
Pettit, James	New York	New York.
Pezara, George	New York	New York.
Piano, George, Jr.....	West Point.....	Orange.
Pierce, James T.....	Malone	Franklin.
Powell, Henry K.....	New York	New York.
Quick, Frank B.....	Melrose	Westchester.
Rapp, John	New York	New York.
Rascol, Emanuel	New York	New York.
Reibentantz, Jacob	Brooklyn.....	Kings.
Reilley, Willliam J.	New York	New York.
Reynolds, George	New York.....	New York.
Risley, Chas. E.....	Hamilton	Madison.
Ritter, James C.	Troy	Rensselaer.
Robinson, Francis E.....	Connewango.....	Cattaraugus.
Schenck, Walter	Flushing	Kings.
Schloss, Solomon.....	New York	New York.
Scott, Wm. Henry.....	New York	New York.
Scouton, George	Hannibal.....	Oswego.
Seliney, Fort Lewis	Aurora	Cayuga.
Shannon, William.....	Watervliet	Albany.
Shants, John E.....	Sand Lake	Rensselaer.
Sharts, Herman H.	Athens	Greene.
Shattuck, Charlie	Cohocton.....	Steuben.
Shaw, Edwin	Sodus.....	Wayne.
Shell, Menzo.....	Wright	Schoharie.
Shelton, James D.....	New York	New York.
Shenney, Michael	Hudson	Hudson, N. J.
Sherbert, Franklin	Brighton	Monroe.
Sherwood, Richard C.....	Albany	Albany.
Shughrue, Cornelius	New York	New York.
Siegman, Jacob J.....	Rome	Oneida.
Sinclair, Stephen.....	New York	New York.
Singer, Eugene Henri.....	New York	New York.
Slattery, William.....	New York	New York.
Sloat, Stephen F.	Wallkill	Orange.
Smith, Henry.....	Brooklyn	Kings.

Name.	Town.	County.
Smith, Chas. A.....	Troy	Rensselaer.
Smith, Elmer E.	French Creek....	Chautauqua.
Smith, George W	Ossian	Livingston.
Smith, John.....	Stapleton	Richmond.
Smith, John Randall.....	New York.....	New York.
Smith, Patrick.....	Stapleton	Richmond.
Smith, Russell	Reading.....	Schuyler.
Spink, William	New York.....	New York.
Stafford, Willie	Troy	Rensselaer.
Stearns, Willie A.....	Orwell.....	Oswego.
Stengele, Henry	New York	New York.
Stilwell, Wilbur D.....	New York	New York.
Stocking, Chas. E	Castile.....	Wyoming.
Storms, William.....	Brooklyn.....	Kings.
Stowell, Charles.....	Buffalo	Erie.
Streiner, Frederick	Brooklyn.....	Kings.
Styles, John P., Jr	Saugerties.....	Ulster.
Sullivan, Dennis	Haverstraw.....	Rockland.
Sullivan, James.....	Rochester	Monroe.
Sullivan, Michael.....	Newburgh	Orange.
Tatro, Rodger	Cohoes.....	Albany.
Taylor, Guerdon B.....	Yates.....	Orleans.
Thompson, Frank B.....	Bound Brook....	Somerset, N. J.
Thomas, Arthur L.....	Catskill	Greene.
Tillman, Frederick	New York	New York.
Tullock, Allen.....	Duanesburgh....	Schenectady.
Turo, Charles.....	W. Monroe.....	Oswego.
Upham, Charles O	Watertown	Jefferson.
Van Ness, George H. W	Newark.....	Essex, N. J.
Van Nort, John.....	Islip.....	Suffolk.
Van Wyck, Abram.....	Stephentown	Rensselaer.
Vick, Charles.....	Brooklyn.....	Kings.
Volker, Augustus E	Buffalo	Erie.
Voorhees, Lewis.....	Brooklyn.....	Kings.
Vroman, Eugene.....	Middleburgh....	Schoharie.
Wake, Estlie E.....	Sodus.....	Wayne.
Walker, William.....	Elmira.....	Chemung.
Walters, George.....	New York	New York.
Warne, John B	Broadway	Warren, N. J.
Warner, William.....	Watkins	Schuyler.

Name.	Town.	County.
Watts, William A.....	Coxsackie.....	Greene.
Webster, Clarence E.....	Buffalo	Erie.
Welch, Richard.....	Syracuse.....	Onondaga.
Welch, Wilfred	Buffalo	Erie.
Welsh, John.....	Waterford	Saratoga.
West, Hiram, Jr.....	Fulton	Schoharie.
Whalen, Michael.....	China.....	Wyoming.
Wheeler, James C.....	New York	New York.
White, William A.....	Brooklyn	Kings.
Whittle, Frank	Hoosick.....	Rensselaer.
Wilken, Julius.....	Flushing	Queens.
Willets, William H.....	N. Hempstead ...	Queens.
Willets, David.....	N. Hempstead....	Queens.
Witbeck, James M	Troy	Rensselaer.
Witschief, George H.....	New York	New York.
Woolever, Orville F	Hounsfield	Jefferson.

FEMALES—RESIDENCE.

Bamberger, Caroline.....	New York.....	New York.
Barker, Linda F.....	Southport	Chenango.
Barnett, Mary H.....	Union	Union, N. J.
Barry, Elizabeth A.....	Palmyra.....	Wayne.
Barry, Maggie T.....	Palmyra.....	Wayne.
Bartholf, Henrietta.....	Hackensack	Bergen, N. J.
Batz, Eva.....	New York.....	New York.
Bauer, Margaretta.....	New York.....	New York.
Bayer, Margaret	New York.....	New York.
Bennett, Mary J.....	Canton	St. Lawrence.
Berley, Augusta.....	New York.....	New York.
Bius, Catharine.....	Schoharie.....	Schoharie.
Bogert, Cornelia.....	Cape Vincent....	Jefferson.
Booth, Lizzie A.....	New York.....	New York.
Boughton, Jane.....	New York.....	New York.
Bousfield, Eleanor H.....	Newark	Essex, N. J.
Brasher, Sallie.....	New York.....	New York.
Brearley, Ellen J.....	Trenton.....	Mercer, N. J.
Brown, Ellen.....	New York.....	New York.
Brown, Martha A.....	Kirkland	Oneida.
Burrell, Ida W.....	New York.....	New York.
Caffrey, Delia.....	New York.....	New York.

Name.	Town.	County.
Calhoun, Eliza.....	New York.....	New York.
Cannon, Ella.....	New York.....	New York.
Chamberlain, Emma J.....	Adams.....	Jefferson.
Clackett, Eliza A.....	Brooklyn.....	Kings.
Clum, Louisa.....	Ghent.....	Columbia.
Conklin, Ann.....	Yorktown.....	Westchester.
Conner, Hannah M.....	New York.....	New York.
Conover, Isabella.....	New Brunswick..	Middlesex, N. J.
Conover, Lydia.....	New Brunswick..	Middlesex, N. J.
Croak, Maria.....	Watervliet.....	Albany.
Crowley, Margaret.....	New York.....	New York.
Cummins, Viola.....	Vienna.....	Warren, N. J.
Dates, Nellie.....	Hector.....	Schuyler.
Davis, Eva Adeline.....	Tompkins.....	Delaware.
Decker, Georgie.....	Montgomery.....	Orange.
DesRochers, Aurelia C.....	Plattsburgh.....	Clinton.
Devoy, Eliza Jane.....	New York.....	New York.
De Willeger, Isabella.....	New York.....	New York.
Dezendorf, Emily L.....	Brooklyn.....	Kings.
Dickinson, Alice M.....	Ellisburgh.....	Jefferson.
Dicks, Sarah L.....	Monsey.....	Rockland.
Doenges, Frederika.....	Mount Vernon...	Westchester.
Dowen, Mary A.....	Castleton.....	Richmond.
Dugan, Mary A.....	New York.....	New York.
Dulong, Elizabeth.....	Elizabeth City...	Union, N. J.
Eckert, Sarah L.....	New York.....	New York.
Edelman, Eliza.....	Rochester.....	Monroe.
Edmonston, Sarah S.....	Cornwall.....	Orange.
Emanuel, Sarah F.....	Brooklyn.....	Kings.
Evans, Mary.....	Elmira.....	Chemung.
Fanwood, Mary.....	New York.....	New York.
Faragher, Isabella.....	Rochester.....	Monroe.
Fink, Barbara.....	Newark.....	Essex, N. J.
Finn, Sarah.....	Orange.....	Essex, N. J.
Finn, Mary.....	Orange.....	Essex, N. J.
Fisher, Sarah B.....	Dunkirk.....	Chautauqua.
Flannery, Margaret.....	New York.....	New York.
Foster, Mary Jane.....	Elmira.....	Chemung.
Freeman, Matilda.....	Burlington.....	Burlington, N. J.
French, Seraph J.....	Salem.....	Washington.
Fullam, Mary.....	Jersey City.....	Hudson, N. J.

Name.	Town.	County.
Fuller, Laura M.	Pomfret	Chautauqua.
Gass, Mary J.	Troy	Rensselaer.
Gesberger, Lena	New York	New York.
Glockinan, Augusta	New York	New York.
Gloyne, Mary	New York	New York.
Good, Margaret	New York	New York.
Goodman, Josephine	De Wittville	Chautauqua.
Gorton, Cora	Brookfield	Madison.
Gould, Annie L.	Troy	Rensselaer.
Graves, Matilda I	Gouverneur	St. Lawrence.
Gray, Leonora C	New York	New York.
Gregg, Sarah M.	Castile	Wyoming.
Guillan, Olive C	Brooklyn	Kings.
Gunning, Caroline	Brooklyn	Kings.
Gutsel, Adeline M	New York	New York.
Hagadorn, Caroline V	Brooklyn	Kings.
Hagadorn, Mary E.	Bath	Steuben.
Hallock, Elizabeth M	Durham	Greene.
Hanchet, Helen E.	McLean	Tompkins.
Harrigan, Mary A	Northampton	Fulton.
Harrington, Rachel E.	Watkins	Schuyler.
Hastings, Grace Hall	Buffalo	Erie.
Heaton, Catharine A	German Flats	Herkimer.
Henry, Hanatha	Cochecton	Sullivan.
Herbst, Elizabeth	New York	New York.
Higgins, Julia M.	Brooklyn	Kings.
Highfield, Margaret A	Brooklyn	Kings.
Hildreth, Adeline R	Sag Harbor	Suffolk.
Hodder, Elizabeth A	Johnstown	Fulton.
Hofman, Mary	Ramapo	Rockland.
Holly, Mary C	Middletown	Orange.
Horton, Eva	Wallkill	Orange.
Houghtaling, Margaret A	Albany	Albany.
Howland, Mary E.	Poughkeepsie ...	Dutchess.
Hughes, Ann	New York	New York.
Hull, Elizabeth J	Minisink	Orange.
Hulta, Caroline	South Brunswick.	Middlesex, N. J..
Ives, Helen M	Troy	Rensselaer.
Jacobs, Ella J	Huntington	Suffolk.
Johnson, Hattie S	Palmyra	Wayne.

Name.	Town.	County.
Jones, Florence H.....	New York	New York.
Jordan, Emma.....	Champlain	Clinton.
Keeshan, Emma F.....	Troy	Rensselaer.
Kelley, Rosanna	Brooklyn	Kings.
Kennedy, Ann.....	Macedon	Wayne.
Kennedy, Letitia.....	Macedon	Wayne.
Kentfield, Emma E.....	Gouverneur	St. Lawrence.
Kessler, Josephine.....	Brooklyn.....	Kings.
Kevitt, Hannah.....	Passaic	Passaic, N. J.
Kevitt, Nelly M.....	Passaic	Passaic, N. J.
King, Mary E.....	Albany	Albany.
Kinney, Catharine M.....	Wright	Schoharie.
Kinzey, Ida Louise	New York.....	New York.
Klune, Adelaide M.....	New York.....	New York.
Kneer, Maria.....	New York.....	New York.
Knifley, Johanna.....	Glenville.. ..	Schenectady.
Lawton, Cornelia.....	Great Valley	Cattaraugus.
Leach, Jane P	New York.....	New York.
Leghorn, Isabella	Newburgh.....	Orange.
Lewis, Ann E.....	Syracuse	Onondaga.
Lighthart, Alice M.....	Canastota	Madison.
Lindley, Harriet A.....	Brooklyn.....	Kings.
Ludwig, Emelia.....	New York.....	New York.
Mahoney, Margaret.....	New York.....	New York.
Maulick, Louisa R.....	New York.....	New York.
Mather, Clara B	Utica	Oneida.
Maxwell, Martha.....	Troy	Rensselaer.
McCue, Bridget.....	New York.....	New York.
McIlvaine, Rachel.....	New York.....	New York.
McKeough, Margaret.....	Mooers	Clinton.
Meiselbach, Caroline.....	Jersey City	Hudson, N. J.
Miller, Alice L.....	Manlius.....	Onondaga.
Miller, Catharine.....	New York.....	New York.
Mills, Mary E	Brookhaven	Suffolk.
Monahan, Eliza	New York.....	New York.
Moore, Isabella C	New York.....	New York.
Mountain, Eliza.....	Brooklyn.....	Kings.
Munch, Frederika	Brooklyn.....	Kings.
Murphy, Elizabeth	New York.....	New York.
Myers, Jane.....	Gouverneur	St. Lawrence.

Name.	Town.	County.
Neiser, Louisa	New York	New York.
Nelson, Olive M	Bombay	Franklin.
Niver, Mary E.....	Fishkill	Dutchess.
Noe, Sarah J.....	Rahway.....	Middlesex, N. J.
Odell, Lueka	New York.....	New York.
O'Hare, Alice	New York.....	New York.
Palmatier, Mary E	White Plains	Westchester.
Peabody, Mary D.....	Brooklyn.....	Kings.
Peabody, Rhoda	Diana	Lewis.
Pearl, Mary C	Nashville.....	Tennessee.
Pepper, Mary.....	North Hudson...	Essex.
Peterson, Bertha.	New York.....	New York.
Peterson, Mary E	Bridgehampton ..	Suffolk.
Phillips, Letitia M	New York.....	New York.
Pierce, Eva Bellinger.....	Clayville.....	Oneida.
Pimm, Martha.....	Huron.....	Wayne.
Place, Lurissa.....	Oswego.....	Oswego.
Post, Clara.....	Passaic	Passaic, N. J.
Quinn, Margaret.....	Brooklyn.....	Kings.
Rahm, Emma	New York.....	New York.
Randall, Ella J.....	Amherst	Erie.
Ray, Martha J.....	New York.....	New York.
Reed, Emma Vedmore.....	Stapleton	Richmond.
Reid, Cornelia A.....	Key West.....	Florida.
Reilley, Mary A.....	Montgomery.....	Orange.
Reycraft, Avis.....	Brooklyn.....	Kings.
Rhinehart, Mary E.....	Syracuse	Onondaga.
Rodgers, Kate.....	New York.....	New York.
Roe, Harriet J.....	Wawayanda	Orange.
Rogers, Mary A.....	New York.....	New York.
Rosch, Clara E.....	Brooklyn.....	Kings.
Rose, Clara.....	West Sparta.....	Livingston.
Rose, Elnora.....	Lloyd.....	Ulster.
Sands, Ida	New York.....	New York.
Sayles, Amanda.....	Pharsalia	Chenango.
Schanck, Mary A.....	Freehold	Monmouth, N. J.
Searle, Charlotte	Williamsburgh...	Kings.
Seaton, Matilda.....	Clay.....	Onondaga.
Seaver, Annette.....	Buffalo	Erie.

Name.	Town.	County.
Short, Carrie	Bath.....	Steuben.
Shute, Kate C.....	Brooklyn.....	Kings.
isson, Melissa P.....	Sheridan	Chautauqua.
Sitterly, Winnifred.....	Guilderland	Albany.
Skelly, Mary	Brooklyn.....	Kings.
Smith, Julia.....	Buffalo	Erie.
Smith, Margaret E	Reading.....	Schuyler.
Souine, Louisa	New York.....	New York.
Spencer, Emma V.....	New York.....	New York.
Sprague, Ella.....	New York.....	New York.
Stein, Sarah.....	New York.....	New York.
Stevens, Cynthia	Hannibal.....	Oswego.
Stiles, Peninah A	Binghamton	Broome.
Streiner, Catharine.....	Brooklyn.....	Kings.
Stuart, Isabella	New York.....	New York.
Stubner, Frances.....	New York.....	New York.
Sullivan, Harriet.....	Townsbury	Warren, N. J.
Sullivan, Eva E	Richmond.....	Ontario.
Swertman, Christina.....	Brooklyn.....	Kings.
Taylor, Alice.....	Brooklyn.....	Kings.
Taylor, Elizabeth.....	Chestertown.....	Warren.
Terry, Emma.....	New York	New York.
Thompson, Jennie L.....	Sidney.....	Delaware.
Van Arsdale, Anna A.....	New Brunswick..	Middlesex, N. J.
Vanpel, Mary.....	New York	New York.
Vincent, Emma.....	Harrison	Hudson, N. J.
Vogel, Louisa.....	New York	New York.
Vogelsang, Charity B.....	Albany	Albany.
Vollbrecht, Dora.....	New York	New York.
Waetge, Mary	New York	New York.
Waldron, Lucy A.....	Paris	Oneida.
Way, Theodora V.....	Caneadea	Allegany.
Wenner, Bawendt.....	Hempstead.....	Queens.
Whalen, Julia A.....	China	Wyoming.
Whalen, Annie	New York	New York.
Whitney, Ella E.....	Albany.....	Albany.
Whitehead, Mary H.....	New York	New York.
Whittleton, Cora E.....	Ridgeway	Orleans.
Williams, Jane	Brooklyn	Kings.
Wills, Ellen.....	Pompey	Onondaga.

Name.	Town.	County.
Winant, Ann.....	Rye.....	Westchester.
Winslow, Martha M.....	Hope.....	Hamilton.
Wissinger, Margaret.....	Clarkstown.....	Rockland.
Witt, Barbara.....	New York.....	New York.
Woods, Florence.....	Syracuse.....	Onondaga.
Woodward, Louisa A.....	Constantia.....	Oswego.
Woodworth, Sarah E.....	Williamsburgh...	Kings.
Woolever, Margaret A.....	Hounsfield.....	Jefferson.

LIST OF PUPILS

Who left the Institution in the year 1870.

MALES—RESIDENCE.

Name.	Town.	County.
Baker, Frank.....	Rochester	Monroe.
Banta, David D.....	New York	New York.
Beverly, Albert	Cherry Creek....	Chautauqua.
Cavanaugh, Thomas	Fulton.....	Oswego.
Chapman, Michael.....	Auburn.....	Cayuga.
Cheney, Isaac.....	New York	New York.
Daniels, Lewis F.....	Troy	Rensselaer.
Everts, Charles	Scriba	Oswego.
Field, Charles.....	Fabius.....	Onondaga.
Foran, Thomas	Northfield.....	Richmond.
Gardner, Abram S.....	Addison	Stenben.
Genet William F.....	New York	New York.
Halsey, Waldron H.....	Newark.....	Essex, N. J.
Heywood, John, Jr.....	Stafford	Genesee.
Hopkins, George W.....	Fishkill	Dutchess.
Jewell, Thomas H.....	Buffalo	Erie.
Johnson, Samuel.....	Orangetown	Rockland.
Kircher, Henry	New York	New York.
Kreadaman, Theodore	West Seneca.....	Erie.
McCloskey, Richard	Brooklyn	Kings.
Merkle, Lewis	Kingston.....	Ulster.
Moses, Samuel.....	New York	New York.
Oechsner, Louis.....	New Providence..	Union, N. J.
Pimm, Charles A.....	Huron.....	Wayne.
Pollard, Paxton.....	Norfolk.....	Virginia.
Royal, Edwin F.....	Parishville	St. Lawrence.
Russell, James.....	New York	New York.
Sarsfield, John J.....	New York	New York.
Schenck, William E.....	Flushing	Queens.
Sherwood, John Y.....	Ramapo	Rockland.
Smylie, Ernest S.....	New York	New York.
Tooley, John	North Wilna	Jefferson.
Van Orden, John H.....	Patterson	Passaic, N. J.

Name.	Town.	County.
Watson, James H.....	New York	New York.
Winslow, William A.....	Oswegatchie.....	St. Lawrence.

FEMALES—RESIDENCE.

Anderson, Josephine E.....	West Chazy	Clinton.
Austin, Alice L.....	Bridgewater	Oneida.
Bodine, Christina N.....	Wallkill	Orange.
Bonnell, Ella M.....	Oswego	Oswego.
Brown, Caroline	New York	New York.
Brown, Mattie A.....	Rockland	Sullivan.
Crane, Sarah E.....	Newark.....	Essex, N. J.
Dunning, Ellen M.....	Salisbury	Herkimer.
Farrell, Frances A.....	New York	New York.
Green, Mary C. F.....	New York	New York.
Gregg, Catharine.....	Castile.....	Wyoming.
Howard, Sarah C.....	New York	New York.
Jennings, Emeline G	New York	New York.
Kerley, Rosanna	New York	New York.
Lawrence, Margaret B.....	Tom's River.....	Ocean, N. J.
Lewis, Hannah	New York	New York.
McIlvaine, Ella	New York	New York.
Nelson, Mary E.....	Annsville	Oneida.
Penrose, Elizabeth A.....	Jersey City.....	Hudson, N. J.
Pickard, Alvina L.....	Ellery	Chautauqua.
Queen, Mary W.....	New York	New York.
Reed, Harriet E.....	Whitehall	Washington.
Still, Rebecca G.....	Burlington	Burlington, N. J.
Topley, Frances.....	Brooklyn	Kings.
Wager, Annie.....	Vernon	Oneida.
Weston, Sarah P.....	Brooklyn	Kings.
Wright, Hannah H.....	Oswego	Tioga.
Yonell, Margaret A.....	New York	New York.

RECAPITULATION.

	Males.	Females.	Total.
Number embraced in the last catalogue, December 31, 1869.....	316	220	536
Admitted during the year.....	44	38	82
Whole number within the year.....	360	258	618
Left the institution in 1870.....	35	28	63
Actual number September 30, 1870.....	325	230	555
Of the foregoing number there are supported :			
By the State of New York.....	221	145	366
By the counties.....	83	55	138
By the State of New Jersey.....	13	22	35
By their friends.....	8	8	16
	325	230	555

REPORT OF THE PHYSICIAN.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN.—It is with pleasure and gratification that I have the honor of submitting my annual report of the current year to your respect and consideration. Many causes unite to make the task a pleasant and profitable one; one no less grateful and cheering to your physician than to your own body. Since the commencement of our last fiscal year, sickness and contagion in other quarters have been rife, and other localities have been visited by disease, while we, in God's providence, have been most mercifully spared. Circumstances have united to make us all feel anxious and uncertain, regarding the great and important responsibility placed upon us. Epidemics of more or less severity, have visited different localities of our city, epidemics which have taxed the ingenuity and patience of science to master and control; and yet our pupils have passed unscathed. Thanks to the energy and skill of our various officers, with the establishment of strict sanitary surveillance, all epidemic tendencies have been effectually stamped out. Notwithstanding the number of pupils in the building, and the unduly crowded condition of the sleeping apartments, no disease of contagious character has appeared in our midst. Careful attention to sanitary laws, with well-ventilated dormitories, with abundance of God's free oxygen, fresh from the Hudson, have turned whatever tendencies of disease there might be to conditions of health.

During the last year no sickness of importance has appeared among us; and while other quarters of the city have been visited by pestilence and death, our institution has been singularly free from disease. One simple sporadic case of typhoid fever fell to our lot, generated, not by any local influence, but arising from causes accounted for in the previous condition of the patient, and, stopping with the initial case, disseminated none of the seeds of disease to other inmates of the institution. Some few of the diseases incident to childhood, scarlatina and pneumonia, were our share; but speedy convalescence established the fact, that there existed no tendency to a malignant nature in the various types of disease.

The following medical and surgical cases are respectfully submitted:

MEDICAL CASES.

Amenorrhœa	1
Asthma	1
Conjunctivitis	15
Croup	2
Enlarged cervical glands	3
Fever, intermittent	12
(Died.) Fever, typhoid (pneumonia complication)	1
Inflammation of bowels	2
Laryngitis	2
Neuralgia	2
Ophthalmia (pur.)	6
Paratitis (mumps)	4
Pneumonia	8
(Died.) Pneumonia, double	1
(Died.) Phthisis pul.	1
Scarlatina (one death)	13
Scabies	3

SURGICAL CASES.

Abscess	3
Extraction of toe nail	2
Fracture of arm	1
Fracture of clavical	1
Fracture of fibula	1
Fracture of tibia	1
Fracture of skull	1
Paronychia (felon)	2
Removal of tumor	1

Respectfully,

L. A. RODENSTEIN, Physician,
138th Street, and Boulevard.

September 30, 1870.

REPORT

ON THE ANNUAL EXAMINATION, JUNE, 1870.

SUBMITTED BY DR. PEET.

The committee, appointed to attend and conduct the annual examination of the classes, have the honor to report :

That they spent the 15th, 16th, 17th and 18th days of June in performing the duty assigned to them. The examination was conducted with great care and thoroughness, different classes being assigned to different examiners. Programmes of what had been gone over in each class, prepared by the several teachers, were placed in the hands of the examiners, and, on a comparison of views, it was found that the statements of progress therein put forth were well sustained.

These programmes are therefore offered as amounting to a succinct *résumé* of what has been accomplished with each class.

It will be seen that the classes are designated on a new plan, rather according to their attainments than to their actual time of instruction. For instance, the appellation "Juvenile," or "Primary," for several years past applied to classes that entered at the age of six to nine or ten, is now applied to those classes that have not advanced beyond the first or elementary part of the course of instruction.

The annexed summary from the programmes shows that there were, including the High Class, on the rolls of the institution, males, 324, females, 227, total, 551; of whom were present at the examination, males, 303, females, 209; total 512.

Class.	TEACHERS.	YEARS.		NUMBER.			ABSENT.			PRESENT.		
	SENIOR DEPARTMENT.	Nominal standing.	Actual standing.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
High	O. D. Cooke.....	9 to 11	various	16	13	29	1	1	2	15	13	27
I	H. W. Syle.....	8	8	11	11	22	1	3	4	10	8	18
II	H. D. Reaves.....	7	7 & 8	14	6	20	3	3	6	11	6	17
III	R. B. Lloyd.....	7	7 & 8	10	8	18	2	3	5	8	5	13
IV	Miss B. H. Ransom ..	6	7	8	8	16	..	..	..	8	8	16
V	A. Johnson.....	6	6	10	11	21	1	1	2	9	10	19
INTERMEDIATE DEPARTMENT.												
I	F. D. Clarke.....	5	6	11	7	18	1	2	3	10	5	15
II	Miss I. Vandewater ..	5	5	13	7	20	1	..	1	13	7	19
III	C. S. Newell.....	4	5	11	8	19	..	..	..	11	8	19
IV	J. R. Burnet.....	4	4	12	6	18	..	..	..	12	6	18
V	Miss J. L. Ensign.....	4	5	13	9	22	1	..	1	12	9	21
VI	J. W. Conklin.....	3	6	13	7	20	1	1	2	13	6	18
VII	C. W. Van Tassell ..	3	4	16	5	21	1	..	1	15	5	20
VIII	G. C. W. Gamage.....	3	3	18	6	24	3	..	3	15	5	21
PRIMARY DEPARTMENT.												
I	Miss Goodrich.....	2	4	13	4	17	..	1	1	13	3	16
II	A. P. Knight.....	2	3	6	8	14	..	..	..	6	8	14
III	W. Jenkins.....	2	2	9	11	20	..	1	1	9	10	19
IV	Miss M. Johnson.....	2	2	9	15	24	..	2	2	9	13	22
V	Miss K. Blauvelt.....	1	1½	10	9	19	..	..	..	10	9	19
VI	Miss M. Howell.....	1	2	9	8	17	2	1	3	7	7	14
VII	Miss Cella Ransom ..	1	1	12	9	21	..	..	..	12	9	21
VIII	S. W. Fitch.....	½	various	16	11	27	1	..	1	15	11	26
IX	Miss S. Cuddeback.....	½	various	14	8	22	..	1	1	14	7	21
X	Miss E. Fischel, mon'r	½	various	9	11	20	..	..	..	9	11	20
XI	Monitors.....	2 wks	various	12	....	12	..	..	..	12	....	12
ARTICULATION DEPARTMENT.												
I	B. Engelsmann.....	..	various	18	7	25	1	..	1	17	7	24
	Miss J. T. Meigs.....	..	various	6	6	12	1	..	1	5	6	11
	Miss H. E. Hamilton..	..	various	5	8	13	..	1	1	5	7	12
	Totals.....	..	.....	324	227	551	21	18	39	303	209	512

NOTE.—The programmes are arranged in reverse order, beginning with the least advanced class as the examination did.

PRIMARY DEPARTMENT.

CLASS XI.

I.—Names.

Frank Baker.

John S. Hunt.

Albert A. Devoe.

James Hayes.

Edward Dunlap.

Matthias Hyland.

Daniel John Davis.

Theodore Kreadaman.

Frederick Eckert.

Lewis Merkle.

Julius Hanneman.

Roger Tatro.

Males twelve, taught by monitors.

II.—Standing.

Some of these boys have been in the institution but a few weeks. The others are generally very unpromising subjects.

III.—*Studies.*

Pains have been taken to teach them to converse by signs, and in this way to develop their ideas and faculties. Some of them have learned to spell a few short words.

REMARK.—It happens not unfrequently that children, wholly incapable of instruction, are sent to the institution. Sometimes these are not even deaf, but are dumb from mental defect. There is so much resemblance between children dumb from idiocy, and some neglected deaf-mutes that the parents of the former fondly hope they belong to the latter class, and that their mental faculties may be developed by the training of the institution. To send back to their disappointed friends the rare cases of this kind, found after patient trial to be entirely hopeless, is one of the most painful duties that devolve on the officers of the institution.

It is to be observed that every deaf-mute at all capable of instruction, will readily learn to converse by signs on all matters of daily experience, and hence this language furnishes a ready and infallible test of capacity. The child who cannot in a few weeks, learn to tell his wants and experience by signs, is so deficient in intellect that any labor in instructing him would be thrown away.

CLASS X.—NOMINAL STANDING, ONE-EIGHTH OF A YEAR.

I.—*Names.*

Males.	Females.
Ernest Balsam.	Ida W. E. Burrell.
Michael Counihen.	Eva Batz.
Waldo C. Childs.	Maria Croak.
Joseph Donnelly.	Isabella De Willeger.
George F. Eckhard.	Sarah L. Eckert.
Julius F. Lang.	Elizabeth Hodder.
Lewis F. Lyons.	Ella Jane Jacobs.
George Pezara.	Margaret Highfield.
Frederick Tillman.	Emma Rahm.
	Jennie L. Thompson.
	Dora Vollbrecht.
Males	9
Females	11
Total	20

Taught by a monitor.

II.—*Standing.*

This class is composed of children, mostly seven to eleven years old, some of whom entered near the close of the term, and others are the more backward portion of those who entered last fall.

III.—*Studies.*

Elementary Lessons. The first twelve lessons. They have learned about sixty names of familiar objects, and will spell with their fingers, or write on the slate the name when the object is shown, or its picture pointed to. They will also point to the object, or make its sign, when the name is written or spelled. Most of them can write their own names.

CLASS IX.—NOMINAL STANDING, ONE-HALF YEAR.

I.—*Names.*

Males.	Females.
James Burns.	Catharine Bins.
James Carruthers.	Emma J. Chamberlain.
William Eltrich.	Barbara Fink.
Edward Innis.	Sarah Finn.
George S. Matthers.	Mary Harrigan.
Roger McGrath.	Elizabeth M. Hallock.
David M. Oney.	Mary Hoffman.
William J. Reilley.	Letitia M. Phillips.
Walter Schenck.	Avis Reycraft.
Menzo Shell.	Alice Taylor.
Charles W. Stowell.	Annie Whalen.
Michael Shenney.	
Dennis Sullivan.	
John Van Nort.	
Julius Wilken.	
John H. Van Orden.*	
Males	16
Females	11
Total	27

Taught by Mrs. C. P. Johnson and Stephen W. Fitch.

II.—*Actual standing, one-half to one year.*III.—*Studies.*

1. The alphabet, both manual and written.

2. Elementary Lessons. The class have learned fifty-seven lessons of this book, including names of familiar objects, adjectives of color, form and size, the singular and plural of nouns, and the present participle of verbs, and can form phrases embracing these parts of speech. They can also count, and write the names of figures.

* Absent.

CLASS VIII.—NOMINAL STANDING, ONE-HALF YEAR.

I.—Names.

Males.	Females.
Eilsworth A. Brown.	Viola J. Cummins.
John Cain.	Lena Gesberger.
Michael Chapman.	Maria Kneer.
George Danz.	Mary Pepper.
Henry Davit.	Amanda L. Sayles.
George E. Leviness.	Rebecca G. Still.*
Joseph Lawlor.	Mary Vaupel.
George E. Morgan.	Cora E. Whittleton.
Edwin Palin.	
John Rapp.	
William Storms.	
Charles Turo.	
Frank Whittle.	
August Neiser.	

Males	14
Females	8
	—
Total	22
	==

Taught by Miss Sarah Cuddeback.

II.—Actual standing, one-half to one year.

III.—Studies.

1. The alphabet, both manual and written.
2. Elementary Lessons. They have gone over thirty pages of this book, and thus learned about a hundred names of familiar objects, and can combine them, with a few adjectives, in simple phrases. They can spell and write their own names quite rapidly. They can count, and write the names of figures.

CLASS VII.—NOMINAL STANDING, ONE YEAR.

I.—Names.

Males.	Females.
Eli Austin.	Hannah Connor.
Frederick Brown.	Georgie Decker.
Charles Edmondston.	Sarah Emanuel.
George Grubear.	Lottie Fuller.

*Absent.

Males.	Females.
William Gallagher.	Elizabeth Herbst.
David Henry.	Letitia Kennedy.
Valentine Herbst.	Annie Kennedy.
John Kennedy.	Annie Lewis.
Stephen F. Sloat.	Sarah Noe.
Henry Smith.	
Wilbur D. Stilwell.	
Arthur L. Thomas.	
Males	12
Females	9
Total	22

Taught by Miss Celia L. Ransom.

II.—*Standing, one year.*

III.—*Studies.*

1. Elementary Lessons. The class have studied seventy-four lessons. These embrace over a hundred nouns, the names of familiar objects; adjectives, of size and color, and a few verbs.

2. Miscellaneous questions and answers, of which the following will serve as specimens: Is that book green? No, that book is not green; it is red. Have you a dog? I have two dogs. Is that boy sitting? No, that boy is not sitting; he is standing. Yes, that boy is sitting. Have you a handkerchief in your pocket? Yes, I have a white handkerchief in my pocket. They are able to write their own names and places of residence, and the names of the days of the week.

3. Numeration. The class are able to count and to write down numbers up to three hundred. They have also been practiced in addition, and some can add up columns of four or five figures.

4. Scripture Lessons. Section I, embracing the attributes of God.

CLASS VI.—NOMINAL STANDING, ONE YEAR.

I.—*Names.*

Males.	Females.
Edmund Barry.	Eliza Clackett.
Thomas Bauer.	Mary E. Howland.
George Decker.	Rachel Harrington.
Charles Letts.	Carrie Hulst.

Males.	Females.
John Mornhinway.	Emma Jordan.
Eugene Matthews.	Eliza Monahan.
Charles Vick.	Kate Rodgers.
James O'Keefe.*	Alvira Pickard.*
Louis Oechner.*	
Males	9
Females	8
Total.....	17

Taught by Miss Mary Howell.

II.—*Actual standing, two years.*

The majority of the class have been under the present teacher fifteen months.

III.—*Studies.*

1. Elementary Lessons.—This class has advanced as far as lesson ninety. They have thus learned between three and four hundred words, embracing names of familiar objects, qualities and actions, and can use them in many simple sentences, and have been taught the singular and plural of nouns, and the actual and habitual present tenses of the verb, a few adverbs and the conjunction, *and*,

2. Scripture Lessons.—They have committed to memory the first section, expressing the chief attributes of God and the Lord's Prayer..

3. They have learned to count and write numbers as far as 100.

CLASS V.—NOMINAL STANDING, ONE YEAR.

I.—*Names.*

Males.	Females.
Charles Cooper.	Mary Jane Bennett.
James P. Donahue.	Emily L. Dezendorf.
John Frazer.	Mary Gloyne.
Taylor J. Getsinger.	Jane Myers.
Maximilian Hahn.	Martha Ray.
Frederick W. M. Hewitt.	Emma Randall.
John J. M. Knowlton.	Sarah Stein.
Eli Kelder.	Louisa Vogel.
Lewis Koffman.	Bawendt Wenner.
John M. Murphy.	

*Absent.

Males	10
Females	9
Total.....	19

Taught by Miss Kate Blauvelt.

II.—*Actual standing, one and one-half year.*

III.—*Studies.*

1. Elementary Lessons to lesson 112. They have thus learned about four hundred words, names of familiar objects, qualities and actions; of the last named, or verbs, they have learned about eighty, and can use them in affirmation, negation and interrogation. They can also use verbs with prepositions, as "That boy is standing *on* a stool." "A horse jumps *over* a fence sometimes." In addition to practice in the singular and plural of nouns, they have been taught to use many nouns not used in the plural, *e. g.*, "*Bread, some bread, much bread.*"

2. Scripture Lessons. Five sections, embracing the attributes of God and the nature of the soul.

3. Sargent's Second Reader. Used in dictation; after repeated dictation, the first and second lessons have been fixed in the memory.

CLASS IV. NOMINAL STANDING, TWO YEARS.

I.—*Names.*

Males.	Females.
John Butler.	Henrietta Bartholf.
Thomas Cavanaugh.	Sarah E. Crane.
Lewis F. Daniels.	Sarah S. Edmonston.
Richard Drennan.	Mary A. Finn.
William L. Howell.	Caroline Gunning.
Charles Lawton.	Annie L. Gould.
Dennis Mahoney.	Adeline R. Hildreth.
Charles Shattuck.	Ida L. Kinzey.
Franklin Sherbert.	Cornelia Lawton.
	Isabella Leghorn.
	Fredericka Munch.
	Mary E. Niver.
	Clara Rose.
	Peninah A. Styles.
	Barbara Witt.

Males	9
Females	15
Total.....	<u>24</u>

Taught by Miss Mary Johnson.

II.—*Actual standing, two years.*

III.—*Studies.*

1. Elementary Lessons. The class have gone over 169 lessons, including nouns, pronouns, verbs in the past, present and future tenses, adjectives and some adverbs; also some exercises in the possessive case of nouns and pronouns.

2. Scripture Lessons to section VI, with a review from the beginning.

3. Arithmetic. Felter's First Lessons in Numbers. Thirty-four lessons, including exercises in simple addition and subtraction.

4. Penmanship.

5. Original sentences.

CLASS III.—NOMINAL STANDING, TWO YEARS.

I.—*Names.*

Males.	Females.
Jesse Baylor.	Frederika Doenges.*
Charles Blackburn.	Augusta Glockman.
William S. Gibbs.	Adeline M. Gutsell.
Edwin D. Heller.	Matilda J. Graves.
John Maloney.	Johanna Knifley.
Michael McFaul.	Emma F. Keeshan.
Elmer E. Smith.	Rose Kelly.
Charles E. Stocking.	Olive M. Nelson.
Eugene Vroman.	Clara E. Rosch.
	Carrie Short.
	Frances Stubner.

Males	9
Females	11
Total	<u>20</u>

Taught by Weston Jenkins.

*Absent.

II.—*Actual standing, two years.*III.—*Studies.*

1. Elementary Lessons. The class have gone over from page 101 to page 208 of the book illustrating the use of the cases, personal pronouns, prepositions and adverbial phrases, the three rudimentary tenses of the verb, copulative and disjunctive conjunctions, and numerous idiomatic expressions.

2. Scripture Lessons, to page thirty-one, treating of the attributes of God; the nature of the soul; our sinful condition; God the Creator of all things; our duty to God, to each other; the Creation; Adam and Eve; the Fall; Cain and Abel; Noah; the Deluge; Abraham and Isaac; Lot; The destruction of Sodom and Gomorrah.

3. Arithmetic. Addition, subtraction and multiplication. It has been attempted to give the pupils some idea of common units of weight and measure. Special effort has been made to connect each arithmetical process in the mind of the pupil with a form of words explanatory of the process.

Besides the studies enumerated above, the pupils have been practiced in the description of familiar objects, and instruction has been given in the style of language adapted to their capacity and needs, following generally the order of Dr. Peet's Elementary Lessons, and using the sentences in that book as models.

CLASS II.—NOMINAL STANDING, TWO YEARS.

I.—*Names.*

Males.	Females.
Albert Ballin.	Jane Williams.
Francis Horle.	Ann E. Hughes.
Russell Smith.	Margaret E. Smith.
Alfred Emmons.	Eliza J. Devoy.
Richard Welch.	Adelaide M. Klune.
Thomas Goodison.	Josephine M. Kessler.
	Elnora Rose.
	Emma E. Kentfield.
Males	6
Females	8
Total	<u>14</u>

Taught by Albert P. Knight.

II.—*Standing, three years.*III.—*Studies.*

1. Dr. Peet's Elementary Lessons from lesson 139th to 213th, embracing the definite article *the*, the tenses of the substantive verb, *is, has been, will be, etc.*, classification of names according to sex: pronouns, nominative, singular and plural; objective, singular and plural, and possessive; the preposition *of* denoting *property, parts* of a whole, *quantity, portion* and *measure*, the verb *to have*, in the two senses of *property* and of *possession*; the preterite tenses, both in regular and irregular inflections; *impersonal verbs*; the *auxiliary verbs, can, cannot, could, could not, may, must*; difference between the verbs *see* and *look, hear* and *listen*; the *infinitive mood*, the conjunction *that*; and many names of objects illustrated as far as practicable by cuts. These lessons have been carefully explained, committed to memory, and thoroughly reviewed.

2. Dr. Peet's Scripture Lessons from section five to section seven, the subjects of which are, "God made all things." "The creation." "The works of God are wonderful." The Lord's prayer has been written out and repeated in the sign language by the class every Sunday.

3. Elementary Geography studied from maps and not from a text-book. The class have learned the names of all the United States, and of some of the lakes and rivers therein; of all the oceans; also, of the capitals and the largest cities or towns of ten of the States; they can also, name the territories and principal bays; they have learned to bound about ten of the States, beginning with Maine; they may be able to bound the others by looking on the map.

4. Arithmetic. The members of the class have made different grades of progress according to their natural aptitude for this study. All have learned addition; several have learned subtraction; most can multiply; and two have advanced as far as division.

5. Penmanship. Besides their continual exercise in the use of the crayon, they have at certain times set lessons in the use of the pen.

6. Writing letters to their friends about once a month.

7. Original compositions, examples on given words, little narratives, descriptions of pictures, etc.

8. Miscellaneous questions and answers, such as will be of daily use.

II.—*Actual standing, two years.*III.—*Studies.*

1. Elementary Lessons. The class have gone over from page 101 to page 208 of the book illustrating the use of the cases, personal pronouns, prepositions and adverbial phrases, the three rudimentary tenses of the verb, copulative and disjunctive conjunctions, and numerous idiomatic expressions.

2. Scripture Lessons, to page thirty-one, treating of the attributes of God; the nature of the soul; our sinful condition; God the Creator of all things; our duty to God, to each other; the Creation; Adam and Eve; the Fall; Cain and Abel; Noah; the Deluge; Abraham and Isaac; Lot; The destruction of Sodom and Gomorrah.

3. Arithmetic. Addition, subtraction and multiplication. It has been attempted to give the pupils some idea of common units of weight and measure. Special effort has been made to connect each arithmetical process in the mind of the pupil with a form of words explanatory of the process.

Besides the studies enumerated above, the pupils have been practiced in the description of familiar objects, and instruction has been given in the style of language adapted to their capacity and needs, following generally the order of Dr. Peet's Elementary Lessons, and using the sentences in that book as models.

CLASS II.—NOMINAL STANDING, TWO YEARS.

I.—*Names.*

Males.	Females.
Albert Ballin.	Jane Williams.
Francis Horle.	Ann E. Hughes.
Russell Smith.	Margaret E. Smith.
Alfred Emmons.	Eliza J. Devoy.
Richard Welch.	Adelaide M. Klune.
Thomas Goodison.	Josephine M. Kessler.
	Elnora Rose.
	Emma E. Kentfield.

Males	6
Females	8
Total	<u>14</u>

Taught by Albert P. Knight.

II.—*Standing, three years.*III.—*Studies.*

1. Dr. Peet's Elementary Lessons from lesson 139th to 213th, embracing the definite article *the*, the tenses of the substantive verb, *is, has been, will be, etc.*, classification of names according to sex: pronouns, nominative, singular and plural; objective, singular and plural, and possessive; the preposition *of* denoting *property, parts* of a whole, *quantity, portion* and *measure*, the verb *to have*, in the two senses of *property* and of *possession*; the preterite tenses, both in regular and irregular inflections; *impersonal verbs*; the *auxiliary verbs, can, cannot, could, could not, may, must*; difference between the verbs *see* and *look, hear* and *listen*; the *infinitive mood*, the conjunction *that*; and many names of objects illustrated as far as practicable by cuts. These lessons have been carefully explained, committed to memory, and thoroughly reviewed.

2. Dr. Peet's Scripture Lessons from section five to section seven, the subjects of which are, "God made all things." "The creation." "The works of God are wonderful." The Lord's prayer has been written out and repeated in the sign language by the class every Sunday.

3. Elementary Geography studied from maps and not from a text-book. The class have learned the names of all the United States, and of some of the lakes and rivers therein; of all the oceans; also, of the capitals and the largest cities or towns of ten of the States; they can also, name the territories and principal bays; they have learned to bound about ten of the States, beginning with Maine; they may be able to bound the others by looking on the map.

4. Arithmetic. The members of the class have made different grades of progress according to their natural aptitude for this study. All have learned addition; several have learned subtraction; most can multiply; and two have advanced as far as division.

5. Penmanship. Besides their continual exercise in the use of the crayon, they have at certain times set lessons in the use of the pen.

6. Writing letters to their friends about once a month.

7. Original compositions, examples on given words, little narratives, descriptions of pictures, etc.

8. Miscellaneous questions and answers, such as will be of daily use.

CLASS I.—NOMINAL STANDING, TWO YEARS.

I.—Names.

Males.	Females.
John Cunningham.	Mary Skelly.
Alexander Dezendorf.	Mary Dugan.
William K. Benson.	Kate C. Shute.
John A. Lounsbury.	Frances Topley.*
Jacob Reibentantz.	
John H. Dobbs.	
Daniel McBride.	
David Fox.	
Augustus E. Volker.	
Frederick Hofman.	
Richard Herrick.	
Morris Hanneman.	
Patrick Brennan.	
Males	13
Females	4
Total	<u>17</u>

Taught by Miss Mary L. Goodrich.

II.—ACTUAL STANDING, FOUR YEARS.

III.—Studies.

1. Dr. Peet's Elementary Lessons. They have carefully studied from lesson 119 to lesson 214, and have twice reviewed from the beginning, during the year. They have been practiced in original sentences on given words, and have been required to answer questions from the book and to recite in writing what they have learned. The writing of sentences or narratives on the slate, from signs, has been practiced.

2. Arithmetic. Felter's First Lessons in Numbers; daily exercises in addition, subtraction and multiplication. Most of them have become quite ready in the three ground rules. They all can count, and write down numbers in figures and words, from one to one thousand, and from one to one hundred, by the Roman method of notation, by letters.

3. Composition. Letter writing once a month. Short stories, composed from signs, or from their own mental stores. They frequently write original sentences on various subjects.

* Absent.

4. Dr. Peet's Scripture Lessons. They have committed to memory section five, to section eight of part one, and section four of the second part. They can repeat the Lord's prayer.

INTERMEDIATE DEPARTMENT.

CLASS VIII.—NOMINAL STANDING, THREE YEARS.

I. — *Names.*

Males.	Females.
West Washington Gray.	Lueka Odell.
James O'Neil.	Helen M. Ives.
Frederick Adner.	Josephine Goodman.
Jose Gil Perez.	Louisa Souine.
Richard C. Sherwood.	Mary A. Dowein.
John Welsh.	Jane Boughton.
George W. H. Vanness.	
William Coleman.	
Theodoric Maehrlein.	
Josias M. Dovale.	
Thomas M. Heydon.	
Patrick Smith.	
Henry M. Clackett.	
Charles D. Newton.	
Nathan M. Morse.	
Ernest S. Smylie.*	
Charles A. Pimm.*	
Charles H. Baxter.*	
Males.....	18
Females	6
Total.....	24

Taught by G. C. W. Gamage.

II.—*Actual standing, three years.*

III.—*Studies.*

1. Elementary Lessons. From lesson 180 to the end of the book, embracing present and past participles, present tenses, names with and without cuts, transitive and intransitive verbs, prepositions, conjunctions, a vocabulary, and reading lessons.

2. Course of Instruction.—Part III. Since the 4th of April, the class has gone over one chapter, as far as page twenty, embracing the history of man, viz., infancy, childhood and youth.

3. Composition. Exercises in simple stories from signs, and in forming sentences on given phrases and words.

4. Arithmetic. Addition, subtraction and multiplication.

5. Penmanship.

6. Scripture Lessons. Finished from section two to section ten, and reviewed, embracing the history of Cain and Abel, Noah, Abraham and Isaac, Lot, Rebekah, Jacob, Rachel and Joseph.

CLASS VII.—NOMINAL STANDING, THREE YEARS.

I.—Names.

Males.	Females.
William H. Willetts.	Margaret Good.
Ebenezer J. Cary.	Margaret Wissenger.
Greenleaf Delhagen.	Emma Terry.
Charles Everts.	Ellen Brown.
William H. Beckett.	Rosanna Kerley.
David Willetts.	
Henry A. Heller.	
John A. Newby.	
John B. Warne.	
Michael Brodie.	
Clarence E. Barton.	
John Lesch.	
John H. Leonard.	
Frederick Clough.	
John F. Donnelly.	
Charles V. Bodine.	
Males.....	16
Females.....	5
Total.....	21

Taught by Charles W. Van Tassell.

II.—Actual standing, four years, except some dropped from higher classes.

Remark. This class was made up from the more backward pupils of their year, and though there are a few bright pupils in it, the majority of the class are naturally very slow in learning.

III.—*Studies.*

1. Dr. Peet's "Course of Instruction for the Deaf and Dumb, Part III," the first nine sections studied and reviewed, embracing "The History of Man," in infancy, childhood, youth, manhood and old age, with inflections of verbs and illustrative phrases, and the chapter on the comparison of adjectives.

2. Geography. They have learned the names of all the States of the Union, and of the great lakes. They will answer geographical questions written on cards, and distributed, at hazard, so as to give a different question to each.

3. Arithmetic. Most of the class have been practiced in addition, subtraction and multiplication. The more backward have been exercised only in addition.

4. Grammar. They have been practiced in distinguishing the parts of speech by means of the grammatical symbols placed over each word, and also in writing sentences on the models of the essential sentences invented by Professor Peet, as exhibited in the charts hung on the walls of the school room.

5. Dr. Peet's Scripture Lessons. The seven sections of the first part, embracing the existence, attributes and works of God, our duties to God and to each other and our need of a Savior; and ten sections of the second part, giving the history of Adam and Eve, Cain and Abel, The Flood, Abraham and Isaac, Lot, Rebekah, Jacob and Rachel, and Joseph. They have learned to repeat the Lord's prayer both in words and signs.

6. Compositions. They have been exercised daily in writing sentences on given words and phrases, and in writing short and simple stories from signs. They have written letters to their friends about once a month.

7. Penmanship. Exercises twice a week.

CLASS VI.—NOMINAL STANDING, THREE YEARS.

I.—*Names.*

Males.	Females.
Alexander Goldvogel.	Christiana Swertman.
Frederick Griffin.	Margaret T. Barry.
Charles S. Doane.	Elizabeth A. Barry.
Henry Hadden.	Louisa R. Maulick.
William A. White.	Mary Waetge.
George Piano, Jr.	Cornelia A. Reid.

Males.	Female.
William De Groot Fry.	Elizabeth Ann Penrose.*
Louis T. Voorhees.	
John Manahan.	
Anthony Meerschaum.	
Michael McCaffrey.	
Solomon Schloss.	
James K. Watson.	
Males	13
Females	7
Total	20

Taught by Jeremiah W. Conklin.

II.—*Actual standing, six and seven years.*

III.—*Studies.*

1. Course of Instruction. Part III. This class have finished and reviewed the first fifty-one pages, embracing infancy, childhood, youth, manhood, old age, and words and phrases illustrated. They can answer questions on the lessons, and write from memory such lessons. They can also form sentences on given words and phrases from the "Course of Instruction." They have been practiced on comparison of equality, inferiority and superiority, irregular comparatives and superlatives, and comparatives and superlatives qualified by other words.

2. Felter's Primary Arithmetic. Embracing writing on the slates, in addition, subtraction, multiplication, short division and long division,

3. Scripture Lessons. Part II; from section 1 to section 18, embracing Adam and Eve, Cain and Abel, The Flood, Abraham and Isaac, Lot, Rebekah, Jacob, Jacob's dream, Jacob's meeting Rachel at the well, Joseph, Moses, the ten commandments, Joshua, the Judges, Ruth, Samuel and Saul, David, Absalom and Solomon.

4. Translation into written language of narratives given in natural signs.

5. Miscellaneous questions and answers.

6. Penmanship. Half an hour's exercise in the use of the pen every morning.

REMARKS.—This class embraces some of the first pupils admitted under the act of April, 1863, at ages varying from six to nine years. Their progress will show what can be done by a diligent and experienced teacher with pupils beginning at that early age.

*Absent.

CLASS V.—NOMINAL STANDING, FOUR YEARS.

I.—*Names.*

Males.	Females.
Ponciano Arriaga.*	Eliza Edelman.
John Brennan.	Hanatha Henry.
David B. Banta.	Harriet Lindley.
Thomas Holland.	Margaret Mahoney.
Charles W. Lawton.	Caroline Meiselbach.
John Mages.	Mary Rinehart.
John McLaughlin.	Catherine Streiner.
George W. Smith.	Matilda Seaton.
John Smith.	Julia M. Higgins.
James D. Shelton.	
Henry Stengele.	
William Spink.	
Wallace F. Howell.	
Males	13
Females	9
Total.....	<hr/> 22 <hr/>

Taught by Miss J. L. Ensign.

II.—*Actual standing, five years.*

III.—*Studies.*

1. Course of Instruction. Part III. Embracing the history of man ; the chapter on compassion, containing eighteen sections, and the third chapter on the history of animals.

2. Composition. The construction of sentences, embodying words and idioms which occurred in the text ; also sentences after a given model, as illustrated by grammatical symbols ; description of objects, and letter writing.

3. Geography. A few definitions of terms.

4. Arithmetic. All the class have mastered the four ground rules, and some of the members have commenced the study of fractions.

5. Penmanship. After the Spencerian method, in lessons of half an hour each, three times a week.

6. Scripture Lessons. Fifteen sections in Part II, and reviewed from the beginning. Embracing the more important and interesting facts in Bible history from Adam to the first king of Israel.

* Has left the institution.

CLASS IV.—NOMINAL STANDING, FOUR YEARS.

I.—Names.

Males.	Females.
Albert Frank Bonney.	Margaretta Bauer.
Nye Brown.	Elizabeth Dulong.
Stephen Porter Field.	Frances Ann Farrell.
Lewis Frigheit.	Elizabeth Isabella Hull.
Elbert Conklin Ketcham.	Mary Elizabeth King.
Adam Milbier.	Sarah Elizabeth Woodworth.
William Myers.	
James Thomas Pierce.	
John J. Sarsfield.	
Michael Sullivan.	
Allen Tulloch.	
William Warner.	
Males	12
Females	6
Total	18

Taught by John R. Burnet.

II.—*Actual standing.*

Four years, except two transferred from the class above.

III.—*Studies.*

1. Dr. Peet's Course of Instruction—Part III. The class have gone as far as page ninety-one, embracing the History of Man, the chapter on Comparison of Adjectives, and the History of Quadrupeds. They have reviewed the greater part of what they have learned. They can give examples on comparison, both with regular and irregular comparatives and superlatives, and with qualifying words. Questions written on cards have been provided to test their knowledge of these three chapters of Part III.

2. Scripture Lessons of Dr. Peet. In this book they have advanced as far as section 17 of Part 2, embracing in the first part, the being and attributes of God, our need of a Savior, our duties to God, and to each other, and the wonderful works of God in the creation; and in the second part the history in brief of Adam and Eve, Cain and Abel, Noah, Abraham and Isaac, Jacob and Rachel, Joseph, Moses (including the ten commandments), Joshua, Samson, Ruth,

Samuel, Saul, David, Absalom and Solomon. Last Good Friday and Easter Day, they had a special lesson on the crucifixion and resurrection of Christ. They have all committed to memory the Lord's prayer and the golden rule. A portion of this little book of Scripture Lessons is given to them to be committed to memory every Sunday, and carefully explained and illustrated. The first part was learned by them long ago, but it has been judged important to keep its main points of Christian faith, as well as the historical facts of the second part, fresh in their memories by frequent reviews. Questions written on cards are used for this purpose.

3. Penmanship. They all write rapidly and legibly, most of them neatly. They take occasionally half an hour of practice. Their writing books will be shown.

4. Arithmetic. Daily exercises in addition, subtraction, multiplication and division. Felter's Primary Arithmetic has been used in part for examples and questions; but the teacher has, for the most part, preferred to give original questions. Nearly all the class can readily solve questions in the four ground rules, even if involving many figures, and some can add and subtract very simple fractions. A few find it difficult to manage division. Some pains have been taken to practice them in solving such questions as will oblige them to exercise their own powers of thinking in finding out what rule or rules the question falls under. As in their other exercises, cards are used that each may have a different question.

5. Geography. The teacher has, within a few weeks, given them a brief abridgment of geography in manuscript, illustrated by wall maps and by a globe. Most of them will readily point out the continents, oceans and zones on the map of the world, and the States, principal cities, great lakes and great rivers on the map of the United States. They can answer in writing many questions in geography, specimens of which are written on cards.

6. Writing letters about once in two weeks. The teacher usually aids them in describing correctly, incidents that happened within their knowledge; and gives them, when they ask, the words and phrases proper to convey accurately their wishes and greetings to their friends.

7. Independent Compositions. Original stories, sentences to illustrate given words, descriptions of pictures, etc., have been practiced occasionally. Specimens will be shown.

8. Manuscript lessons daily, including items of news from the

daily and weekly papers; anecdotes of persons and animals; abridgments of stories, such as Robinson Crusoe, in a style adapted to the comprehension of the pupils; sentences illustrating new words and phrases, etc. These lessons prepared daily by the teacher, are usually dictated by a monitor, while the teacher is engaged in correcting slates or otherwise. The dictation is sometimes by signs, but oftener by the manual alphabet. In the latter case the pupils are required to translate the words into signs. The object of these lessons is to enlarge their stores of ideas, and at the same time make words and forms of expression, both the meaning and correct order of words, familiar by frequent repetition.

9. Explanation of business terms, and of words and phrases often used in handbills and placards, and the like. A mere beginning has been made in this. The teacher proposes to carry out the idea fully hereafter; and add explanations of legal proceedings; the objects of different kind of public meetings; elections; mode of settling boundary disputes, etc.

10. A beginning has been made in history and biography, by giving them some notions of the discovery of America, the character and life of Washington and the late civil war, etc.

11. Familiar Questions and Answers. A number of these have been specially prepared for use among their friends during the vacation. Each is to take with him a copy written out by himself; also a copy of a condensed journal or summary of the events of the academic year, June, 1869, to June, 1870.

CLASS III.—NOMINAL STANDING, FOUR YEARS.

I.—*Names.*

Males.

John Fitzpatrick.
Isaac Cheney.
George E. Clark.
James Kane.
Henry Miller.
James Jones.
John R. Smith.
John P. Styles, Jr.
Zaccheus Dinehart.
William A. Watts.
Abram Van Wyck.

Females.

Mary H. Barnett.
Rhoda A. Peabody.
Louisa A. Woodward.
Eva A. Davis.
Alice M. Lighthart.
Julia Smith.
Louisa Neiser.
Isabella Farragher.

Males	11
Females	8
Total	19

Taught by C. S. Newell, Jr.

II.—*Actual standing, five years.*

III.—*Studies.*

1. Dr. Peet's Scripture Lessons. Twelve sections in the second part containing Adam and Eve, Cain and Abel, the flood, Abraham and Isaac, Lot, Rebekah, Jacob, Jacob's dream, Jacob meets Rachel at the well, Joseph, Moses, and the ten commandments, with a thorough review. The questions and answers on cards have been repeated a good many times.

2. Dr. Peet's Course of Instruction—Part III. From the third section to the last of the history of man, youth, manhood, old age, inflections of verbs and words and phrases illustrated; the chapter on comparison, including comparison of equality, of inferiority and superiority; the superlative formation of the comparative and superlative; irregular comparatives and superlatives; comparatives and superlatives qualified by other words; comparison of number, measure and weight; and familiar expressions; the third chapter on animals, embracing "animals in general," classes of animals, and quadrupeds to section fifty-seven.

3. Arithmetic. Felter's Primary Arithmetic, notation and numeration, addition, subtraction and multiplication. The pupils are divided into two divisions according to their abilities.

4. Composition. Original sentences on words and phrases occurring in the text-books. Answers to questions, narratives from signs. Letter writing. Exercises about once a month.

5. Penmanship. Daily exercises in the use of the pen.

CLASS II.

I.—*Names.*

Males.	Females.
Charles Burns,	Eleanor Bousfield,
William Carroll,	Lousia Clum,
Marsena E. Cheeseman,	Helen E. Hanchet,
John C. Cottman,	Emma V. Reed,
Henry Frey,	Mary Ann Riley,

Males.	Females.
W. Franklin Hall,	Anna A. Van Arsdale,
Oscar N. Hotaling,	Ellen Wills.
Samuel M. Johnson,	
Chester Q. Mann,	
Richard McCloskey,*	
Herman H. Sharts,	
Stephen Sinclair,	
Frederick Streiner.	

Males.....	13
Females	7
Total.....	20

Taught by Miss Isabel Van Dewater.

II.—*Nominal and actual standing, five years.*

III.—*Studies.*

1. Course of Instruction Part III. of Dr. Peet, to the 115th page, containing the history of animals, including quadrupeds, birds, serpents and reptiles.

2. Geography. Guyot's Elementary, twenty-five pages.

3. Arithmetic. The four ground rules. Some of the pupils are more advanced than the others, and these have learned to solve simple problems.

4. Dr. Peet's Scripture Lessons. The class have studied this year ten sections, embracing the birth, life, preaching and death of our Saviour, and including the precepts of Christ and the Ten Commandments.

5. Penmanship.

6. Composition on simple subjects. Writing letters to their friends about once a month.

CLASS I.—NOMINAL STANDING, FIVE YEARS.

I.—*Names.*

Males.	Females.
Albert Beverly,*	Caroline Bamberger,
Albert A. Dodge,	Margaret Bayer,
Henry Elliott,	Christina Bodine,*
Thomas J. Godfrey,	Emma V. Spencer,
James Hogan,	Harriet Sullivan,

* Absent.

Males.
John F. Matteson,
Charles A. Smith,
William H. Scott,
Guerdon B. Taylor,
O. F. Woolever.

Females.
Elizabeth Taylor,
Margaret A. Youell.*

Males	11
Females	7
Total	<u>18</u>

Taught by F. D. Clarke.

II.—*Actual standing, six years.*

III.—*Studies.*

1. Dr. Peet's Course of Instruction, Part III., comprising "The History of Man, Infancy, Childhood, Youth, Manhood, Old Age;" inflections of verbs, words and phrases illustrated; comparison of equality, of inferiority and superiority; the superlative, irregular comparatives and superlatives; comparison of number, weight and measure, extending to the fiftieth page; development of the verb; concord of tenses; the present tenses; perfect tenses; imperfect tenses; the inceptive forms of the verb; infinitives and participles. Pages 123 to 180.

2. Composition. Writing original sentences from given words, as a test of comprehension, narratives and letters.

3. Geography. "Guyot's Elementary," fifty-five pages. An introduction to geography, describing the different uses of land and water, shape of the earth, etc.; an explanation of maps, illustrated by a map of their school-room; civil geography, embracing the various occupations of people, trade, commerce, etc. Part II. "Our country, how divided, and the general geography of the United States."

4. Arithmetic. Felter's, to page 130. The four ground rules, and Roman notation.

5. The Bible. The class have committed to memory the first chapter of Genesis, and chapters five, six and seven of Matthew.

6. Articulation has had some time devoted to it, but as these pupils are generally past the age most favorable to this branch of education, the results have not been very encouraging, except with one or two.

* Absent.

SENIOR DEPARTMENT.

CLASS V.—NOMINAL STANDING, SIX YEARS.

I.—*Names.*

Males.	Females.
Michael Whalen,	Martha Maxwell,
Abbey Koffman,	Martha Pimm,*
Charles O'Brien,	Grace H. Hastings,
John Lancier,	Nellie M. Kevitt,
Frederick L. Doenges,	Mary C. Holly,
August Kowald,	Mary D. Peabody,
James E. Doran,	Leonora C. Gray,
James Russell,*	Mary Fullam,
Roscoe S. Munger.	Julia A. Whalen,
	Ella S. Sprague.
Males	10
Females	11
Total.....	21

Taught by Alphonso Johnson.

II.—*Actual standing, six years.*

The majority of the class have been under instruction six years, and some for a less period.

III.—*Studies.*

1. "Dr. Peet's History of the United States." The first seven chapters of this history have been studied and thoroughly reviewed. The subjects embraced in these chapters are the discovery of America; the discovery and settlement of Florida by the Spaniards; the aborigines of the United States; the sending of a colony to North Carolina by Sir Walter Raleigh; the settlement of Virginia; the settlement of New York and New Jersey by the Dutch; the settlement of the pilgrims at Plymouth.

2. Composition. Seventy pages of Dr. Peet's course, part second, have been taught to the class; letter-writing about once a month; short biographical sketches of distinguished persons; writing stories and the news of the day from signs. In addition to all this they have been required to write a journal every day, and to copy it in a book.

* Absent.

3. Geography. "Guyot's Elementary," including an introduction to geography; various occupations of the people; geographical definitions, in the first part; and in the second part, a description of our country, the United States.

4. Arithmetic. "Felter's Practical." Division first of the class have gone over fractions, United States money and interest, and are able to solve problems.

5. Penmanship. Spencerian system.

6. The Bible. The first four chapters of the gospel according to St. Mark have been committed to memory by the class, and they are able to write from memory any portion of them.

CLASS IV.—NOMINAL STANDING, SIX YEARS.

I.—*Names.*

Males.	Females.
John W. Bessac,	Isabella Conover,
Henry S. Davoue,	Margaret Crowley,
Matthew Irwin,	Eliza Calhoun,
Edwin Royal,	Kate Heaton,
James Witbeck,	Eliza Mountain,
James Walters,	Mary Mills,
John Partington,	Mary Rogers,
John Y. Sherwood.	Lurissa Place.

Males	8
Females	8
Total	<u>16</u>

Taught by Miss Isabella H. Ransom.

II.—*Actual standing, seven years.*

III.—*Studies.*

1. Geography. "Guyot's Elementary," finished and reviewed.

2. History. "Parley's Universal." The class have gone over twenty-three chapters, containing an account of the Moorish conquest of Spain, and wars which followed; the Spanish Inquisition; the origin of the French nation; the Crusades; a description of the feudal system and knight errantry; the French revolution; the rise and fall of Napoleon Bonaparte, and a brief history of Portugal.

3. Arithmetic. "Felter's Intermediate." The attainments of the pupils in this study were found so varied at the commencement of

the term that no classification was attempted by the teacher. While some, therefore, have proceeded as far as interest, others have not yet mastered the four fundamental rules.

4. Scripture Lessons. The class have studied sixteen lessons; these cover the leading events in the life of Christ up to the time of the transfiguration.

5. Penmanship.

6. Composition; letter writing.

CLASS III.—NOMINAL STANDING, SEVEN YEARS.

I.—Names.

Males.	Females.
Martin Brown,	Mary J. Foster,
George W. Burrucker,	Mary J. Gass,*
James B. Doane,	Catharine Miller,*
Eugene W. Ehle,	Mary E. Nelson,*
Thomas Foran,*	Eva B. Pierce,
Frederick B. Gillett,	Ella E. Whitney,
John Heywood,	Margaret A. Woolever,
Frederick H. King,	Hannah H. Wright.
James C. Ritter,	
John Tooley.*	

Males	10
Females	8
Total	18

Taught by Rowland B. Lloyd.

II.—Actual Standing, seven years.

III.—Studies.

1. History. Peets' History of the United States, embracing the discovery of America, by Christopher Columbus, and the early settlements in the United States.

2. Geography. Guyot's Elementary, completed. From this text book the class have learned a considerable number of geographical definitions; the occupations of mankind; a general view of the lands and waters of the world, with a more particular account of the soil, climate, products, cities and industrial pursuits of the principal countries of each continent.

* Absent.

3. Arithmetic. Felter's Practical. The attainments of the class in this branch of science, are various. All, however, have learned the four fundamental rules, and addition, subtraction, multiplication and division of fractions. A few have gone beyond this, through complex and decimal fractions, United States money, avoirdupois weight, long, square and cubic measure.

4. The Bible. Selections from the Gospel ; embracing in chronological order some of the principal events in the life of our Lord. These have been committed to memory and will be written out on the distribution of cards.

5. Composition. Daily exercises in writing on various subjects suggested by the teacher, or in combining certain words and phrases in sentences occasionally as they have come to notice in the text books or in general reading.

CLASS II.

I.—Names.

Males.	Females.
Harrison A. Burt,*	Lydia Conover,
Frederick N. Cocaigue,	Mary C. F. Green,
Charles Field,	Margaret McKeough,
Richard Gelder,	Bella C. Moore,
William F. Genet,	Elizabeth Murphy,
Wilson M. Head,	Harriet E. Reed.
William Hebing,	
William A. Jackson,	
Charles Malkmus,	
Henry McClave,	
Samuel Moses,*	
James Pettit,	
James Sullivan,	
Hiram West.*	
Males	14
Females	6
Total	20

Taught by Henry D. Reaves.

II.—Standing.

Seven years, except five who with this term complete their eight years.

* Absent.

III.—*Studies.*

1. History. Parley's Universal history. The history of Great Britain and Ireland, London and other cities of England, Wales, Scotland and Ireland, and the origin of the British nation and the several dynasties down to the revolution of 1688 and other matters.

2. Geography. Guyot's Geographical Series. In the introduction they have finished thirteen journeys, embracing North America and the West Indies.

3. Arithmetic. Felter's Practical Arithmetic. Addition, subtraction, multiplication and division of fractions, the United States money, compound denominate numbers, English money, different weights and measures, and addition, subtraction, multiplication and division of compound numbers and interest.

4. The Bible. Five chapters, namely, St. Matthew, 6, 7, 8, 9 and 10, containing part of Christ's sermon on the mount, and a record of most of the miracles of our blessed Lord.

5. Composition. They have been exercised in writing sentences on given phrases from Parley's Universal.

6. Reading. Dr. H. P. Peet's second part of the Course of Instruction and Sargent's Reader.

CLASS I.

I.—*Names.*

Males.	Females.
Gorham D. Abbott,	Josephine Anderson,*
William H. Blood,	Alice L. Austin,*
Edwin F. Frost,	Caroline Brown,
Waldron H. Halsey,*	Aurelia C. C. DesRochers,
George W. Hopkins,	Margaret J. Flannery,
Spencer D. Newkirk,	Mary E. Hagadorn,
Paxton Pollard,	Emeline G. Jennings,*
Francis E. Robinson,	Margaret B. Lawrence,*
William E. Schenck,	Jennie P. Leach,
Cornelius Sughrue,	Annie Lewis,
Charles O. Upham.	Harriet J. Roe.
Males	11
Females	11
Total	22

Taught by Henry Winter Syle.

* Absent.

II.—*Standing, eight years.*

III.—*Studies.*

1. The Bible. St. Luke, chapters 22–24.
2. The English language. Grammar and composition.
3. Natural Philosophy—Cooley's. Properties of matter at rest, and (by an advanced division), laws of motion.
4. History of England. "Parley's Universal History," pp. 480–551.
5. History of the United States. "Guyot's Common School Geography," pp. 105–107.
6. Arithmetic. Fractions and interest. Felter's Practical. "Peet's Decimals". Commercial Arithmetic—"Emerson's," Part II.
7. Book-keeping. "Thomas' Single Entry," Parts I, II, III.

1.—*The Bible.*

St. Luke's Gospel, chapters 22–24, containing 180 verses, committed to memory. The parallel passages read. Topics: The last supper; the betrayal, arrest, trial, crucifixion, and resurrection of our blessed Saviour; His subsequent interviews with His disciples, and His glorious ascension.

2.—*The English Language.*

(A.) Grammar. (a.) A brief set of definitions and rules, by the instructor. (b.) Drill in inflection and in the analysis of sentences, with the symbols. (c.) The development of the verb, in Dr. Peet's Course of Instruction, Part III. (d.) A manuscript syntax of the noun and pronoun, by the principal.

(B.) Composition. (a.) Almost daily exercise in writing sentences, embodying given words, phrases, and grammatical forms. All the important phrases in the history read were thus made familiar. (b.) Occasional exercise in writing anecdotes from dictation in signs. (c.) Compositions on given topics, often in the form of essays comparing persons and events mentioned in the history studied. (d.) Letters.

3.—*Natural Philosophy.*

This subject was only commenced February 1, 1870, with Cooley's Text-book.

(A.) Part I, introduction, and chapters 1, 2, pp. 17–78, embracing properties of matter at rest was studied by the whole class.

(B.) Part II, chapter 3, sections 1, 2, pp. 81-104, embracing the laws of motion, was then studied by a select division.

TOPICS.

(A.) *Properties of Matter at Rest.*

Distinction between physical and chemical properties. The four fundamental ideas of physics, viz., molecule, inertia, attraction, and repulsion. The four most common physical varieties of attraction, viz., gravitation, cohesion, adhesion, and capillary force, with the laws of gravitation and of capillarity. The three physical forms of matter, viz., the solid, liquid, and gaseous, with the characteristics of each, viz., of solids, hardness, tenacity, malleability, ductility, and crystalline form; of liquids, mobility; of gases, compressibility and expansibility.

The four principles of the pressure of liquids at rest, viz. (1.) Equality of internal pressure in all directions, causing the surface to be convex, and maintaining the level of water in pipes. (2.) Pressure on the vessels holding them. (3.) Upward pressure on an immersed solid (principle of Archimedes), producing floating or loss of weight. (4.) Transmission of pressure. Specific gravity; the various methods of finding it. Pressure of the atmosphere. Relation between the weight and volume of gas, affected by pressure and by temperature.

Instruments described: The hydrometer, hydrostatic press, barometer and siphons, and the common forcing and air pumps.

(B.) *Laws of Motion.*

Newton's three laws. Motion produced by a single force: (1.) Uniform; (2.) Uniformly accelerated, as in falling bodies. Motion produced by more than one force: (1.) Rectilinear, the parallelogram of forces, composition and resolution, parallel forces, center of gravity; (2.) Curved projectiles.

To insure the full comprehension of the laws of gravitation and of motion, and the methods of finding specific gravity, a large number of problems, selected and original with the instructor, were worked out numerically.

Every topic treated was illustrated experimentally, as far as practicable with the limited supply of apparatus at command. Not only was this done during the first study and the review of the subject, but also at the close of the review a course of experiments was given covering the whole ground traversed, and extending through several sessions of an hour or two each.

4.—*History of England.*

Parley's Universal History, pages 480-551, chapters 139-158, giving an account of England, Wales, Scotland and Ireland from the earliest times to the present day.

Large portions of Dickens' Child's History of England were read to the class in signs.

5.—*History of the United States.*

The brief but comprehensive and admirably written outline in Guyot's Common School Geography, pages 105-107.

6.—*Arithmetic.*

Felter's Practical Arithmetic. After a rapid review of the fundamental rules, the class studied addition, subtraction, multiplication and division of fractions, and interest, commencing with the instructor and continuing with Mr. H. D. Reaves.

The whole class went through the principal's "Monograph on Decimal Fractions," with the instructor, near the end of the year.

7.—*Book-keeping.*

Thomas' System of Book-keeping by Single Entry. The boys all went through Part III, having finished Parts I and II last year. The girls wrote Parts I and II, and some of them Part III.

DEPARTMENT OF ARTICULATION.

CLASS III.

I.—*Names.*

Males.

Adolphus Ekartd,
Adolphus Hankinson,
George S. Hunt,
George Kreibal,
Wm. B. Magill.

Females.

Annie Conklin,
Alice Dickinson,
Hattie S. Johnson,
Ella McIlvaine,*
Rachel McIlvaine,
Ida Sands,
Lucy Waldron,
Sarah P. Weston.*

*Absent.

Males	5
Females	8
Total.....	<u>13</u>

Taught by Miss H. E. Hamilton.

II.—*Standing.*

From four months to four years.

III.—*Studies.*

1. Dr. Peet's Elementary Course of Instruction, Parts II and III.
2. Dr. Peet's Course of Instruction, Part III, chapters one, two and part of three, inclusive, comprising the history of man, comparisons, and, to page 103, of history of animals.
3. Geography. In Guyot's Elementary Geography, the more advanced pupils have studied and reviewed Part I, and section one of Part II. They can bound the New England States, and tell the mountains, lakes, rivers, capitals and principal cities.
4. Arithmetic. The pupils have no text-book, but most of them have learned numeration, addition, subtraction, multiplication and division.
5. Composition. Frequent exercises in original sentences, stories and letter writing.
6. Dr. Peet's Scripture Lessons. Some have learned but a few chapters. Most have learned through the crucifixion of Christ.
7. Daily exercises in articulation. Powers of letters, reading from charts and counting.

The pupils are mostly semi-mutes ; two have a remnant of hearing, three or four retain no memory of hearing.

It has been the practice to have the advance lessons written and review lessons recited orally.

CLASS II.

I.—*Names.*

Males.
 Washington Gordon,
 Frank B. Quick,
 Frederick H. Hatch,
 Emmanuel F. Rascol,
 Frank D. Morgan,
 Henry Kircher.*

Females.
 Martha Brown,
 Melissa Sisson,
 Alice O'Hare,
 Anna Winant,
 Sallie J. Brasher,
 Ella M. Bonnell.*

Males	6
Females	6
	<hr/>
Total	12
	<hr/>

Taught by Miss Jane T. Meigs.

II.—*Standing.*

From one year and a half to six months in the department, and from six months to six years in the institution.

III.—*Studies.*

1. Bible and Scripture Lessons. The more advanced pupils in the class, have committed to memory a portion of Christ's sermon on the mount; the ten commandments. Two of the pupils have studied five sections of the Scripture Lessons in Part I.

2. Natural Philosophy, Cooley's. One member of the class has studied a portion of this book, embracing the following subjects: General properties of matter, motion, gravity and mechanical powers.

3. Dr. Peets' History of the United States. A number of pages have been committed to memory, and the whole book has been read through carefully under the inspection of the teacher.

4. Felter's Intermediate and Colburn's Mental Arithmetic. A portion of the class have just commenced fractions, and the rest have been cyphering in the four elementary rules. All the pupils with the exception of one, have been taught mental arithmetic.

5. Geography. Guyot's Elementary. This has been used as a text-book; but many questions have been put to the class which are not usually found in ordinary geographies. Six members of the class have studied this book, and have been required to write out the boundaries and capitals of all the States in the Union, and go through the exercise in articulate language. They have also been taught the geographical definitions of a lake, river, ocean, gulf, isthmus, continent, island, mountain, shore, etc.

6. Child's History of the United States. This book has been studied by six of the pupils, who have learned nineteen lessons, comprising the following subjects: The discovery of America; settlement of the thirteen original States; the Pequot war; King Phillip's war; King William's war; Queen Ann's war; the French and Indian war; taxation of the American colonies; destruction of the tea; battles of Lexington, Bunker Hill, Trenton, Brandywine, Ger-

mantown, Saratoga, Monmouth, Camden and Yorktown; Arnold's conspiracy; Declaration of Independence; election of Gen. Washington and John Adams; death of Washington.

7. Course of Instruction. Part I. 129 pages have been studied by Miss Anna Winant, who entered the class in January last. Frank Morgan, the youngest pupil in the class, has learned 87 pages of the same book.

8. Penmanship. The Spencerian system has been pursued by all the class.

9. Compositions and letter writing.

REMARKS.

This class is composed of pupils who are either semi-mutes or semi-deaf. As they entered at different times, and could not be properly classified, much of the instruction imparted to them has been from the necessity of the case of an *individual* character. Lip reading, writing, the manual alphabet and articulate speech have been the instruments of instruction.

Some of them speak with a distinctness quite remarkable for children whose voice is no longer guided, or but very imperfectly, by the ear; and read on the lips with much facility, under the conditions requisite to that mode of communication, viz., clear light, proximity to the speaker, a full view of the mouth, and deliberate utterance.

CLASS I.*

Taught by B. Engelsmann.

1. Names.

Boys.	Standing in the Institution.	Age.
Master Clark, Bernard	3 years.	15 years.
Guggenheimer, A.	$\frac{1}{2}$ a year.	12 years.
Bond, Wm. A.	5 years.	12 years.
Hogan, John.	$1\frac{1}{2}$ years.	15 years.
Friend, Julius	4 years.	13 years.
Bednartz, Henry	$\frac{1}{2}$ a year.	14 years.
Crorken, Francis	5 years.	11 years.
Hallicy, Edward J.	5 years.	15 years.
Carmichael, W	2 years.	12 years.

* This class, though inferior to some of the members of Class II, in actual attainments, and in knowledge of the English language, is marked Class I, because it illustrates more perfectly advances in articulation and lip reading, distinctively considered.

	Boys.	Standing in the Institution.	Age.
Master	Wake, E. E	$\frac{1}{2}$ a year.	16 years.
	Kinney, Webster	2 years.	9 years.
	Stafford, W	1 year.	9 years.
	Welch, Wilfred	2 years.	11 years.
	Délory, C.	5 years.	11 years.
	Emmons, W. A.	$\frac{1}{2}$ a year.	13 years.
	Powel, H.	1 month.	14 years.
	Klingman, F., left the institution.		
	Koffman, Samuel.		
	Girls.		
Miss	Horton, Eva	6 years.	14 years.
	Seaver, Annette	2 years.	12 years.
	Kinney, C. M.	2 years.	14 years.
	Ludwig, Emilia	1 year.	10 years.
	Whitehead, M. H.	1 year.	8 years.
	Stephens, Cynthia	$\frac{1}{2}$ a year.	16 years.
	Cannon, Ella	4 years.	11 years.
	Boys		17
	Girls		7
	Total		24

III.—*Studies.*

Geography of the United States and Europe (Guyot's).

History of the United States.

Rudiments of natural philosophy.

Arithmetic.

In teaching this class, signs are not used, the instruction being given orally, or in writing, illustrated by real objects or actions when they can be shown, or, in their absence, by pictures.

The following questions were asked of the most advanced members of this class by articulation, and being read on the lips by the pupils, were correctly and distinctly answered in the same manner :

On the geography of the United States and Europe :

What ocean east of the United States ?

What gulf and river on their southern border ?

What country touches ours on the south ?

What ocean on the west ?

What country on the north ?

How many States in our country?

How many territories?

Name the eastern, middle, southern and western States.

Give the capital of each State and where it is situated.

Name the principal mountains, rivers and lakes and cities in each State.

Where is Europe situated?

Bound Europe.

In what part of Europe is France, Germany, Prussia, Russia, Austria, Turkey, Italy, Spain, Portugal, Holland, Sweden, Norway, Switzerland, Greece, Belgium, Great Britain? Give the capitals of these countries and where they are situated.

What strait connects the Mediterranean sea with the Atlantic ocean?

What sea separates Sweden from Russia?

Where is the Caspian sea? Adriatic sea?

Where is the Rhine river? The Danube? Elbe? Tigris river? Seine river?

Where are the Alps, the Caucasus mountains, Carpathian mountains?

In what direction from Paris is Berlin, St. Petersburg, Madrid, London, Vienna, Constantinople?

On the History of the United States:

What is history?

By whom and in what year was America discovered?

What people first settled America?

How many States were there settled before the revolutionary war?

When was Virginia, New York, Massachusetts, New Hampshire, etc., settled?

How many wars have there been in the Union since the discovery of America up to this date, and how long did they last?

What produced the Pequot war, Phillip's war, William's war, Queen Anne's war, the French and Indian war?

What caused the revolutionary war of 1775?

When was George Washington appointed commander-in-chief?

When was independence declared?

Give an account of the battles in which the Americans were victorious and in which they lost ground in the revolutionary war.

Where and when was the first blood shed in the war of revolution, and what was the cause of it?

Give an account of the battle of Saratoga.

What important event took place at the battle of Yorktown?

When did George Washington resign his commission as commander?

When was he elected President?

How long was he in office?

What was said of him when he retired?

What produced the war with England in 1812?

What involved us in war with Mexico in 1845?

• What caused the late revolution of the south?

What important event took place in Mexico during our late war with the south?

On the rudiments of Natural Philosophy:

Where does rain come from?

What are clouds?

Where does vapor come from?

If the clouds are changed into water, why do they not fall down at once, in one body of water, together, instead of falling in drops?

Why does vapor rise and rain fall?

What causes the day and night?

Does not the sun shine all the time?

When we are turned from the sun, on which part of the earth does the sun shine?

Does the sun rise and set every day?

Explain why the earth seems to stand still and the sun seems to move.

Which way does the sun appear to move?

What makes the sun appear to move from west to east?

What is sunrise?

What is sunset?

How often does the sun turn over?

In arithmetic, interesting exercises, both by speech and in writing, were presented on the subjects of enumeration, addition, subtraction, multiplication, division, fractions and interest. The expertness in figures of most of these pupils was very gratifying.

THE COLLEGIATE DEPARTMENT, OR HIGH CLASS.

The programme of the High Class has not come to the hands of this committee. For the studies and attainments of that class we refer to the annexed report of the Rev. Wm. N. McVickar, D. D., a professor in Columbia College, who manifested his benevolent interest in the institution by devoting a whole day to the examination of this class. The members of the class for the term just closed were:

Males.	Females.
Hiram L. Ball,	Mattie A. Brown,
Richard E. Bull,	Helen M. Dunning,
Samuel E. Brewer,	Mary Fanwood,
William T. Collins,	Matilda Freeman,
Ranald Douglas,	Catharine Gregg,
George Farley,	Caroline V. Hagadorn,
Abraham S. Gardner,	Sarah C. Howard,
Sidney H. Howard,	Mary E. Peterson,
William G. Jones,	Charity B. Vogelsang,
William F. Johnston,	Annie Wager,
Samuel W. McClelland,	Mary W. Queen.
George Reynolds,	
J. J. Siegmann,	
Fort Lewis Seliney,	
Frank B. Thompson,	
William A. Winslow,	
Thomas H. Jewell.	
Males	17
Females	11
Total	28

Teachers—Oliver D. Cooke, Miss E. Ida Montgomery.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

The undersigned having been requested to conduct the examination of the High Class at the close of the present academic year would respectfully submit the following report.

I met the class under its successful instructor, Oliver D. Cook, A. M., and his able and devoted assistant, Miss Montgomery, herself a deaf-mute, at 10 A. M. on Saturday the 18th of June, and, with

only one short intermission, the examination was vigorously pursued till 5½ P. M.

There was neither the desire nor the attempt on the part of the teachers to treat the class with any favoritism because of their infirmity ; on the contrary, it was the evident wish that the examination should be conducted strictly and impartially, exactly as it would have been with a like class of hearing pupils. And I feel bound to say, though contrary to preconceived expectations, that this class might seek a competitive examination, with a fair prospect of success, with any like number of pupils from any of our academies or colleges, who have been over the same ground.

The High Class consists at the present time of twenty-eight pupils ; seventeen boys and eleven girls. Two only were absent. Of these, eight graduate this year. The High Class course is one of three years, each year having its own subdivisions under the great heads of the English language, physical science and moral science. This embraces grammar, logic, rhetoric, physiology, chemistry, natural philosophy, law, government, and the Bible.

Great attention is paid to a perfecting of the pupils in their knowledge, understanding, and use of the English language ; as upon this all accuracy and rapidity of advancement to the deaf-mute depends. The importance of this is shown in the great advantage which the semi-mute, with his memory of childhood's imperfect language, has in the acquirement of knowledge over the congenital deaf-mute who has never heard or spoken.

During the present year the pupils have been carried in natural philosophy (Cooley's) from the "properties of matter" on as far as the "pulley," which represents a very fair course.

In the history of England (Goldsmith), from the conquest by Cæsar through the reign of the Stuarts.

In rhetoric (I. L. Peet's Lectures), through rules of construction and figures of speech.

In Latin, a portion of the class through about thirty sections of Cæsar.

In algebra through "Davies' Elementary."

In arithmetic—interest, equation of payments, and discount.

In moral science, "Waylands," over the subjects of benevolence, duties to brutes, moral law, moral action and intention, conscience, rules for moral conduct, habit and happiness.

In the Scriptures, besides general instruction, specific in the sixth, seventh and eighth chapters of St. John's gospel.

Over all this ground, more or less, was the examination held, and a *procès verbal* kept for the benefit of the examiner. From this it would be easy to make copious and interesting extracts ; but as this has often been done in reports of former examiners, I shall do it so far only as to justify the conclusions which the examination has forced upon my mind.

The addresses of salutation from the class were not only gratifying, they were positively startling. Generally on such occasions the examiner thinks it well to say a few encouraging words to those about to be examined ; but here the tables are turned, and the examiner himself stands mute, while his pupils encourage him, and twenty or so mammoth slates ranged round three sides of the room, actually blaze, so rapid is the writing, with words of welcome, thankfulness, and deprecation. One, as if reading my thoughts, naively says :

"You must not be surprised at the array of slates in our school-room. They are not placed around the room as ornaments, but as the medium through which we can answer your questions. And these little white sticks, called crayons, are instruments of value, for by them we can transfer our thoughts and feelings to places where you can see and read them."

And here I would wish to remark upon the uniformly bright and happy look of the pupils. Loss of hearing is generally supposed to depress the feelings more even than loss of sight ; and, if true, then the cheerful aspect of this High Class of deaf-mutes is proof, if any be needed, of the inestimable privileges which, through the liberality of the State, are in the gift of this institution. As if to show, however, that they still belong to the human family, there was among the girls of this class *one sad* and among the boys *one troubled* countenance. I may add that gratitude for the advantages given them, and a feeling of thankful dependence and trust toward their teachers, as if they owed everything to them, is evidently a characteristic of the deaf-mute scholar, and produces a state of feeling between teacher and pupil of the most gratifying kind.

The class was first examined in natural philosophy, all being required to write answers to such questions as these : "What is natural philosophy ?" "What are the laws of matter ?" "What are the fundamental ideas of natural philosophy ?" "What is gravitation, and the formulas of the law ?" "Describe a common pump ?" etc., etc. To these and like questions the answers were remarkably clear. For example :

"By properties of matter I mean those quantities by which we are enabled to distinguish one substance from another. Thus, granite is brittle, and may be chipped with a chisel; wood is soft, and may be cut with a knife; and these qualities, brittleness and softness, enable us to distinguish the wood from the granite."

Fearing from their answers that they associated the attraction of gravitation only with the earth, I asked the question, "What known body exercises this power most strongly?" But I found I was mistaken, one writing in an instant, "Old Sol," and another, "The sun is the center of the heavenly bodies, as therefore all revolve around it, it is evident that its power of attraction is the greatest."

The accuracy of description in mechanical construction was very remarkable. The following, of a common pump, is but a fair example:

"The common pump consists of two cylinders, an upper and lower. At their junction there is a valve opening upward. A piston is inserted in the upper cylinder, and in it is a valve also opening upward. Now when we raise the piston the air is drawn out of the upper cylinder and a partial vacuum is created, and the pressure of the atmosphere on the surface of the water in the well forces it up through the lower cylinder through the valve and into the upper cylinder. When the piston descends it closes the valve, preventing the return of the water, and pushes it up its own valve, where it remains till the next lift sends it flowing through the spout." And as one of the pupils with a practical turn of mind ended his description, "then you can do what you please with the water."

Several of the descriptions of the pump were accompanied with fair drawings, which had evidently been carefully studied; but when the class were asked to do the much simpler thing of illustrating crystalline form by the drawing of a crystal, with the exception of one or two, they failed. This was accounted for by the fact that the pump was illustrated in their text-book, the crystal not, and that they receive no instruction in drawing. This the examiner can not but think an omission, and trusts that means may be found in the future to supply it. For if those who have all their faculties are often forced to have recourse to the pencil to assist their explanations, how much more is that power needed by the deaf-mute. Beside which there is no reason why among their number may not be found some capable of rising to high art, in which case, their infirmity would simply prove an assistance as guarding them from much of distraction and interruption.

In the history examination they were no longer required all to write an answer to the same question, but cards containing one or more written questions were distributed to the different members of the class, so that varied subjects and perfect fairness were alike secured. It was with a feeling something like relief that the examiner came across, in this department, some poor historians, though many mistakes were evidently either slips of the pencil or what might be called slips of the mind. As for example, one of the pupils wrote of Harold that "he was the first of the Saxon kings." On the word "first" being pointed out to him, he immediately changed it to "last."

The following sketch of Richard II was written by a young man who has yet a year before completing his course :

"Richard II was of the Plantagenet line of English kings. He succeeded his grandfather Edward III. Being a minor, others were invested with the power of governing the kingdom ; but they used their authority in such a manner that one of those speedy revolutions, for which the Saxon yeomen are noted, came well nigh drenching the land in blood. A tax of three groats on every person above fifteen, was ordered by Parliament. This was all very well. Money was needed, and the people must supply it ; but in such a case when the rich pay no more than the poor, they were determined not to submit. Watt Tyler, a blacksmith, had good cause to be incensed ; and with his hammer for a weapon, and his apron for a banner, he led on a numerous army to obtain redress. The youthful Richard, then barely sixteen, met him in the field, and quieted the impending storm. But Watt was killed by the lord mayor of London in a fit of passion, termed *loyalty*. The earl of Hereford having just cause for redress of grievances, mustered an army and threatened to dethrone Richard ; but the king aware of his inability to contend with the earl, surrendered and submitted to whatever his captor pleased to command. He was placed under guard in a castle, and the earl proclaimed king under the title of Henry IV. Richard was soon after murdered by order of the usurper, who began to feel uneasy on the throne."

In Rhetoric, one of the pupils writes, in answer to the question, "what is language ?"

"Language is the way in which human beings express their thoughts and feelings. It may be either spoken or written, or signs. It is the breath of God breathed through us, and giving us power to give shape to whatever he has put in us."

The questions what is rhetoric, and what is style, were well answered, and some quite original examples of "comparison" were given. Among them the following, which was evidently from no text-book :

"The mind of the ignorant deaf-mute is like a casket of uncut jewels. You look into their eyes as you would into the casket, and see promise of gems of great beauty, but they need polishing by the hand of education before the real value can be known."

And again :

"Life is an hour-glass. Each moment is a golden grain dropped and lost, until every grain has fallen, and the frail glass has been shattered by the strong hand of death."

The answers to the questions in moral science were all creditable. The following, in answer to the question "Ought we to be benevolent to those who injure us?" cannot but be considered remarkable.

"Yes, for who else is there to be benevolent to? We are all sinners, and tread this path of life as children of one Father. If, in the thoughtless hour, one has been led astray, we should not turn from him, but try to bring back his erring footsteps in the right path; for we must remember that he is our brother yet. And we must do this by kind deeds and kind words, for these little acts can do more than the wealth of empires or the gifts of kings. It has upheld many a suffering being in his dark hour, and turned the gloom of a prison into a palace, and brightened a pathway which otherwise might have been a path of thorns.

"How far lovelier is it to imitate Him who, when on the cross of Calvary, as the crimson dew of agony started from every pore of His body, cried, 'Father forgive them, they know not what they do.'"

The Latin and the algebra class, which are subdivisions of the High Class, acquitted themselves with great credit. A passage of Cæsar, which they had never read or studied, was translated and parsed, and though some were better than others, none were failures. In algebra the examination was strict, consisting mainly of problems which they had never had, evincing the presence in the class of some rather remarkable mathematical minds.

After testing them in their knowledge of the chapters in the Bible which they had specially studied, the examination, which, the day being extremely hot, had been laborious as well as long, was brought to an end by a question which might test the activity and general

brightness of their minds : "What thoughts were suggested when you heard of the death of Charles Dickens ?" In reply one writes :

"Of course it came with a sudden shock. It made me think of how lonely life will soon be. All the great men whom I have grown up with and have loved, and who have solaced me and made the awful cross of deafness less hard to bear, are now passing away. I shall live now in a new race of writers, whom I can never love as I have the dear old ones. Hawthorne, Mrs. Browning, Thackeray, have all gone, and it seems lonely, at least, to the deaf one, who loved and felt at home with them."

It may not be uninteresting to remark, that these sad words proved that the one sad countenance I had noticed was a true index to that which was within.

Another young lady writes as follows :

"The news of the death of Charles Dickens made me feel as if I had lost, not a mere book writer, but an old, familiar friend ; one that I had known for years. It is true that I never saw the man in person, but we could read his heart in his writings ; and there is scarcely a house in the land that cannot boast of owning some of his works, which have so greatly endeared him to the American people. I thought, when I heard the sad news, that we could never replace his loss ; for there are none that I know of that have his peculiar style of writing. And his choice of subjects gives us ideas of the human heart that are not to be gained in any other way, and without which we could never ourselves judge of the condition of the people he so vividly describes."

I cannot close this report of an examination which to me has been not only so satisfactory, but so deeply interesting, without expressing my belief that the education of the deaf-mute, which was begun in simple philanthropy, will end in high honor and advantage to that State and institution which shall carry it on to its highest possible development. For it cannot escape notice, that, although the range of practical employments in the lower walks of life for which the deaf-mute can be fitted is small, the range widens in exact proportion to the increase of mental ability and high education, till, as you reach the higher walks of art and science, you find, all else being equal, that the deaf-mute would have a positive advantage. The sculptor and the artist owe nothing to the ear or tongue, and too often in professional hours the latter is used only to give vent to the annoyance caused by the acuteness of the former. It is also the same in high

science. The scientific man will go for days employing only his eye and his pencil, not caring to speak, and hardly caring to hear. And in authorship, though the ear is an important avenue of information, it is by no means the most so. What the deaf-mute needs to put him on an equality with others in these higher branches of pursuit is training of mind and accurate knowledge. This could easily be secured, to those who have the requisite ability, by scholarships and fellowships which would enable them to continue here, in an institution like this, engaged in study, after their regular course was over. It would be but a little thing for the State to do, yet the result in the increase of such men and women as become benefactors of their race might be very great.

I should not be true to the spirit of this High Class without recording my own judgment as agreeing with theirs, that they owe everything to their admirable instructors.

Respectfully submitted.

WILLIAM A. McVICKAR.

NEW YORK, *June 22d*, 1870.

CLOSING DAY.

The closing exercises were held on Wednesday, June 23, in the chapel of the institution, in the presence of a large assemblage of friends of the pupils and of the institution.

The exhibitions of the ability of some of our pupils to speak intelligibly, and to read readily on the lips, excited much interest, but to many of the spectators the examples given of the beautiful and graphic language of pantomime were still more attractive. In answering, by writing on the large slates, questions proposed by the spectators, some of the more advanced pupils gave evidence of high intellectual culture and mastery of the English language.

The annexed valedictory was delivered by the author, T. H. Jewell, of the High Class, in graceful and expressive pantomime, the principal reading from his manuscript for the benefit of that portion of the assembly who had ears to hear :

VALEDICTORY.

Glancing over the past, we see that as generation succeeds generation, and age succeeds age, innumerable events occur, which adorn the annals of history and excite the attention of mankind. How lasting is the impression created by the downfall of Rome! She rose to a high eminence, producing men of mark and ability, such as Cæsar, whose ambition, so unbounded, shone forth in the greatest splendor in frequent attempts to render his country the "mistress of the world." Her experience has been of the greatest benefit to the present age; but where is she now? Ask of the traveler, and he will say, "I beheld the grandeur and sublimity of her ruins." She sank amid all her glory and magnificence; the spider weaves his web in her palaces, and the hooting owl sings his night carol in her towers. Rome fastened her iron talons upon the nations; but she suffered the consequence. Her enemies rose in a body and hurled her grandeur to the dust, trampling it under foot. The divine law of the decalogue, "Thou shalt not covet thy neighbor's goods," forbade such deeds, and was not to be broken without punishment. Not her lack of intellect, but her sin, caused her fall, her irreparable loss. Turn to mighty Greece: there is Athens, a perpetual monument of literature, eloquence and art; by her tenaciousness of purpose, success crowned her efforts to attain the summit of her ambition. Her silver-tongued orator, Demosthenes, was one of the brightest jewels in the casket of ancient eloquence, whose mighty speeches stemmed the current of oppression and placed her high and firm on the rock of perpetual fame. Her power still exists, indeed, at the bar, in the senate, on the fields of battle and in the schools of philosophy. But where is she now?

"Gone, glimmering, through the dream of things that were;
A school boy's tale—the wonder of an hour."

And only decaying ruins remain of her glory and splendor. But the pursuits she taught men to engage in have not been forgotten. However sad may be the lesson such events give us, they serve as the lamp to guide our ship of state successfully onward, with the banner of progress waiving at the masthead.

"Though louder fame attends the martial rage,
'Tis greater glory to reform the age."

After casting a last sad glance upon Rome and Athens, we pass to England, our mother country, a power not to be compared with

either of the above. Though more than once she has been upon the brink of ruin from the misgovernment of by-gone monarchs, she has succeeded in placing herself foremost in the list of formidable nations on earth. We fervently pray that she, America, and other nations will continue to exist, as they have done heretofore, in peace, harmony and friendship.

By the ingenuity of man, the ocean has been bridged with wire, over which thought travels from shore to shore, with such remarkable swiftness that it seems as if England was merely across the river yonder. Sometimes it brings us words that thrill the soul with joy; but of late, it has flung to our ears like an electric shock, the sad intelligence that Charles Dickens, the novelist of world-wide fame, was stricken down by paralysis. The joy of the literary world is mingled with sadness and draped in the sable habiliments of mourning. He has gone to a far better abode, leaving behind him the voluminous productions of his genius, which will immortalize his name. We feel his loss no less than England does, and since our bereavement is the will of the all-wise Dispenser, we bow in humble submission.

Ere the glorious monarch of the morrow's shining day sinks below the western horizon, we shall launch our bark on the dark, tempestuous sea of life, whose rude waves will assail us all alike. All the golden opportunities of which we have availed ourselves during our allotted stay within these time-honored walls will give us strength in body and soul to overcome the besetting obstacles of our journey. When we remember what we once were, and consider that without the education received here we should have to make our journey with no compass to guide, without the glimmering ray of a solitary star to cast its light upon our course, our hearts are filled with gratitude.

Gentlemen of the Board of Directors: Words are inadequate to express our profound gratitude for your devotion and untiring labors in upholding this stately edifice, wherein the first germs of knowledge sprang forth in our once darkened minds. Like Howard, the philanthropist, you beheld our benighted condition, from which, if we had not been rescued, we would be worse off than the Israelites in Egyptian bondage. Although it is beyond our control to repay the immense debt of gratitude we owe you, we can but look forward with confident hope that "at the last great day it will be remembered by Him that you did it unto one of the least of these." Farewell.

Emeritus Principal: The learned men of ancient times declared

that to instill knowledge into the minds of the deaf and dumb was an utter impossibility, yes, a signal failure, and treated the poor unfortunates as though they were no better than brutes. A poet of renown in the days of yore, blinded by the errors of that age, once wrote :

“ To teach the deaf no art could ever reach,
No care improve, no wisdom teach.”

But he was mistaken. The minds of men are ever planning to invent something new. The venerable De L'Eppee was not daunted by heresay ; he endeavored to teach the deaf and dumb by a means of his own contrivance, and success did crown his efforts. Gallaudet, moved by seeing a fair young girl whose lips could utter no word of joy or sorrow, nor receive the thoughts and feelings of others through the medium of hearing, was prompted by benevolence to go abroad in quest of a system of teaching, which he found and introduced into America ; but he has gone to rest from his labors in the better world. With his co-operation you propagated the system all over the country, and especially, by your own efforts, established this institution on a permanent foundation. Beloved father, we look to you as one of our greatest benefactors. Though you are succeeded by your son, the only person qualified to fill your place, kind heaven has also spared you to behold the good fruit of your weary years of toil. We pray that when you are called away from the dull cares of earth, you will enter that paradise above where immortal flowers bloom ; and you will be one of those

“ Who shall resist the empire of decay,
When time is o'er and worlds have passed away.”

Farewell.

Principal and Teachers : To you we especially would say that it is with reluctance we sever the ties which have bound us to you in the relation of pupils. No language can depict our love and gratitude, for your kind instruction and ever ready attention. Time hath its destinies ; therefore, as we have arrived at the terminus of our course in this institution, we must bid you farewell. Years may come and go, but all we learned from your efforts, which rectified our ambition, will never be effaced from the tablets of our memory. Though we part in body, we part not in heart, and will strive to make it our aim in life to prove that your labors in our behalf have not been exercised at random. They have frequently been attended by discouragements, but you performed your duties without a mur-

mur. Truly, a great reward awaits you ; such as springs from the knowledge of being the humble instruments of enlightening, expanding and elevating the minds of those whose ears are barred to the world's discordant noise. With deep sorrow we bid you farewell.

Classmates : Having bid farewell to others connected with this institution and its interests, we come to the sad realization that we must also part. Here together we have spent the happiest period of our youth. Bright and pleasant was our past, when we mingled in each other's society ; our intercourse was sweet. Henceforth no more can we enjoy those pleasures here, as "where duty calls we must be found," but when anything concerning our school days is mentioned, it will bring a long train of pleasant recollections. We may be scattered all over the broad world to pursue various occupations for which we have been fitted ; so let us, on this our parting day, resolve to ask His guidance in the path of virtue ; then we can lead a life of unimpaired usefulness, with the glorious prospect of meeting once more in a stronger union in Heaven, which knoweth no parting. Farewell.

TESTIMONIALS.

The following preamble and resolutions, submitted by the committee and adopted by the board of directors, were then read, and the prizes and diplomas awarded therein, were conferred by the principal upon the happy recipients :

Whereas, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, who have completed the term for which they were respectively selected by the Department of Public Instruction, has been held by the committee appointed for that purpose by the Board of Directors, and the same having been satisfactory in respect to their attainments and general good conduct, therefore

Resolved, That the following named pupils, viz. :

William H. Blood,
Marsena E. Cheesman,
Isaac Cheney,
Geo. E. Clark,
Henry Scott Davoue,
Ranald Douglas,
Henry Elliott,
George Farley,

Eliza Edelman,
Isabella Farragher,
Frances A. Farrell,
Margaret Flannery,
Mary Jane Foster,
Caroline Gunning,
Helen E. Hanchet,
Catharine A. Heaton,

John Fitzpatrick,
 William Jackson,
 Thomas Godfrey,
 William Franklin Hall,
 George S. Hunt,
 James Jones,
 Henry Miller,
 John Randall Smith,
 Frederick Streiner,
 George H. Witschief,
 Eva Adaline Davis,

Hanatha Henry,
 Elizabeth J. Hull,
 Louisa R. Maulick,
 Margaret McKeough,
 Elizabeth Murphy,
 Mary D. Peabody,
 Rhoda Peabody,
 Mary E. Peterson,
 Eva Bellinger Pierce,
 Mary Ann Reilley,
 Matilda Seaton,

Who have completed the term of five years, for which they were originally selected as State pupils by the department, be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction three years from and after the first day of September next, agreeably to the existing provisions of law.

Resolved, That William M. Head and John P. Styles, who have completed the term of instruction for which they were selected as State pupils, but who were detained at home one year on account of sickness, be, and they are hereby recommended to the Superintendent of Public Instruction to be continued under instruction for one year more, from and after the first day of September next.

Resolved, That

Samuel W. McClelland,
 Francis E. Robinson,

Fort Lewis Seliney,

Who have completed the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission into the High Class.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action in the premises.

Resolved, That in accordance with the provisions of the by-laws of the institution, certificates of good character and scholarship be awarded to the following named pupils, who have successfully completed the course of five years' instruction, viz.:

William H. Blood,
 Marsena E. Cheeseman,

Eliza Edelman,
 Isabella Farragher,

Isaac Cheney,
George E. Clark,
Henry Scott Davoue,
Ranald Douglas,
Henry Elliott,
George Farley,
John Fitzpatrick,
Thomas Godfrey,
William F. Hall,
George S. Hunt,
James Jones,
William Jackson,
James Kane,
Henry Miller,
John Randall Smith,
Frederick Streiner,
George H. Witschief,
Eleanor H. Bousfield,
Eva A. Davis,

Frances A. Farrell,
Margaret Flannery,
Mary Jane Foster,
Caroline Gunning,
Helen E. Hanchet,
Catharine A. Heaton,
Hanatha Henry,
Elizabeth J. Hull,
Louisa A. Maulick,
Caroline Meiselbache,
Margaret McKeough,
Elizabeth Murphy,
Mary D. Peabody,
Rhoda Peabody,
Mary E. Peterson,
Eva Bellinger Pierce,
Mary Ann Reilley,
Matilda Seaton,
Anna A. Van Arsdale.

Resolved, That the following named pupils, who have completed a course of seven years' instruction, are entitled to diplomas, and that the same be given to them, viz. :

Isabella Conover,

Lydia Conover.

Resolved, That the following named pupils, who have completed a course of eight years' instruction, are entitled to diplomas, and that the same be given to them, viz. :

David D. Banta,
Charles Everts,
Charles Field,
George W. Hopkins,
Samuel Johnson,
William Frank Genet,
Samuel W. McClelland,
Samuel Moses,
Francis E. Robinson,
Edwin F. Royal,
John J. Sarsfield,

William E. Schenck,
Fort Lewis Seliney,
John Y. Sherwood,
Caroline Brown,
Mary C. F. Green,
Rosanna Kerley,
Hannah Lewis,
Harriet E. Reed,
Hannah H. Wright,
Emeline G. Jennings.

Resolved, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz. :

Abram S. Gardner,	Ellen M. Dunning,
Thomas H. Jewell,	Sarah C. Howard,
William A. Winslow,	Mary W. Queen,
Matilda A. Brown,	Annie Wager.

Resolved, That the Cary testimonial be awarded to Francis C. Robinson.

Resolved, That the gold medal indicating superior excellence in all the studies pursued in the High Class, be awarded to Annie Wager.

A pleasant incident connected with the bestowal of these awards was the presentation of a valuable book to Miss Annie Wager, for the best composition, and of a similar testimonial to Sidney H. Howard, for the best journal of daily events, in behalf of Professor Cooke, instructor of the High Class. Miss Wager's essay was read in the course of the exercises, and elicited much approbation.

Respectfully submitted.

HARVEY P. PEET,
SAMUEL THORNE,
CHARLES A. STODDARD,
THOMAS GALLAUDET,
J. L. TONNELE,
W. H. GREEN.

APPENDIX.

ACKNOWLEDGMENTS.

The directors of the institution are under great obligations to the officers of the Erie, Hudson River, New York Central, Rome and Watertown, and Troy and Rensselaer railroads, and to the Troy line of steamers, for taking pupils to their homes at half the usual rates of fare; and to the People's Line of steamers for free passage to Albany. They are also indebted to the Hudson River Railroad Company for many courtesies in the stoppage of trains at the grounds of the institution on special occasions.

They also wish, in behalf of their teachers and pupils, to express their grateful thanks to the publishers of the following

LIST OF PERIODICALS AND NEWSPAPERS SENT TO THE INSTITUTION GRATUITOUSLY FOR THE USE OF THE PUPILS, DURING THE YEAR 1870.

1. *Monthly.*

American Agriculturist.

*Harper's Monthly.

Eclectic Magazine.

Atlantic Magazine.

Sunday School Journal.

* The Galaxy.

Our Record, Buffalo. Two copies.

2. *Semi-monthly.*

Sunday School Advocate.

3. *Weekly.*

Frank Leslie's Illustrated Newspaper. Two copies.

Frank Leslie's Chimney Corner. Two copies.

New York Ledger, promised for 1871.

Moore's Rural New Yorker.

* Waverly Magazine.

* Sent during the first half of the year only.

The Troy Weekly Times, Troy, N. Y.
 The Syracuse Weekly Journal, Syracuse, N. Y.
 The Onondaga Standard, Syracuse, N. Y.
 The Newburgh Weekly Journal, Newburgh, N. Y.
 * Middletown Mercury.
 The Saratogian, Saratoga Springs, N. Y.
 The Albany Weekly Journal, Albany, N. Y.
 The Rome Sentinel, Rome, N. Y.
 The Utica Weekly Herald, Utica, N. Y.
 The Buffalo Weekly Courier, Buffalo, N. Y.
 The Auburn Weekly News, Auburn, N. Y.
 The New York Reformer, Watertown, N. Y.
 The Utica Weekly Herald, Utica, N. Y.
 The Radii, Fort Plain, N. Y.
 The Sentinel of Freedom, Newark, N. J.
 The New Jersey Herald, Newton, N. J.
 The Orange Journal, Orange, N. J.
 The Weekly State Gazette, Trenton, N. J.

4. *Semi-weekly.*

The New York Semi-weekly Tribune.
 The New York Semi-weekly Times.

CHAPTER 325.

AN ACT to provide for the care and education of indigent deaf-mutes under the age of twelve years.

Passed April 25, 1863.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of such town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve

* Sent during the first half of the year only.

years, may make application to the overseers of the poor of any town, or to any supervisor of the county where such child may be, showing, by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor, if satisfied that the parents or natural protectors of such child are, or such child is, in indigent circumstances, to place such child in the New York Institution for the Deaf and Dumb.

§ 3. The children placed in said institution, in pursuance of the foregoing sections, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed one hundred and fifty dollars each, per year, until they attain the age of twelve years, unless the directors of said institution shall find, as to any such child, that it is not a proper subject to remain in said institution.

§ 4. The expenses of the board, tuition and clothing of such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of one hundred and fifty dollars per year, above allowed, shall be raised and collected as are other expenses for the support of the poor of the county from which such children shall be received; and the bills therefor, properly authenticated by the principal, or one of the officers of said institution, shall be paid to said institution by the said county; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

CHAPTER 721.

AN ACT to increase the compensation authorized by the act entitled "An act to provide for the care and education of indigent deaf-mutes under the age of twelve years," passed April twenty-fifth, eighteen hundred and sixty-three.

Passed April 24, 1867.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. The expenses of the board, tuition and clothing of the children under the age of twelve years, placed in the New York Institution for the Instruction of the Deaf and Dumb, pursuant to

the provisions of the 3d and 4th sections of chapter 325, Laws of 1863, shall, until otherwise directed by law, be estimated at the rate of two hundred and thirty dollars per capita, instead of the amount therein provided.

§ 2. This act shall take effect on the 1st of September, 1867.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1,
SECTION 9.

Every indigent person, resident in this State, between twelve and twenty-five years of age, whose parent or parents, or, if an orphan, whose nearest friend, shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into the institution for the deaf and dumb, provided his or her application be approved by the Superintendent of Public Instruction; and in those cases where, in his opinion, absolute indigence is not established, he may approve of such application, and at the same time may impose conditions whereby some proportionate share of the expense of educating and clothing such pupils shall be paid into the treasury by their parents, guardians or friends, in such way and manner, and at such time or times as he shall designate, which condition he may subsequently modify as he shall deem expedient.

FORM OF AFFIDAVIT AND APPLICATION

For the Admission of County Pupils.

STATE OF NEW YORK, } ss.
COUNTY OF

of the town of , in said county, being
duly sworn, says that he is the *father* of , a deaf-
mute child, residing with deponent, and who was born on the
day of ; that in consequence of the straitened circum-
stances of deponent [*or of the parents of said child*] its morals and
comfort cannot be properly cared for in its present situation; and
deponent desires that said child be placed in the New York Institu-
tion for the Instruction of the Deaf and Dumb, for support and edu-
cation, pursuant to chapter 325 of the Laws of 1863.

Subscribed and sworn to this day {
of , 187 , before me. }

FORM OF CERTIFICATE

To be granted by Supervisor or Overseer, to be sent to the Institution.

STATE OF NEW YORK, } ss:
COUNTY OF

I have this day selected _____, of the town of _____, county of _____, son [or daughter] of _____, who was born on _____ day of _____, 18____, as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, for the term of _____ years from the _____ day of _____, 18____, to be educated and supported therein, during that period, at the expense of the county of _____, in conformity with the provisions of chapter 325, Laws of 1863.

_____,
Overseer of the Poor of the Town of _____.

Dated, _____, 18____.

FORM OF CERTIFICATE

To be sent by the Overseer of the Poor to the Superintendent of Public Instruction, Albany, in the case of candidates for admission twelve years of age and over.

The undersigned, overseer of the poor of the town of _____, in the county of _____, do hereby certify that _____ of said town is deaf and dumb. The said _____ was _____ years of age on the _____ day of _____ 18____; is of good moral character, free from disease, and possesses intellectual faculties capable of instruction. The names of the parents of the said _____ are _____, and the said _____ have not sufficient pecuniary ability to pay for the board, tuition and clothing of said _____, at the New York Institution for the Instruction of the Deaf and Dumb; and I would recommend _____ to the favorable consideration of the Superintendent of Public Instruction.

Dated, _____, 18____.

_____,
Overseer of the Poor of the Town of _____.

To the Superintendent of Public Instruction, Albany.

TERMS OF ADMISSION.

I. Pupils are provided for by the institution in all respects, clothing and traveling expenses excepted, at the rate of three hundred dollars per annum. Clothing will also be furnished by the institution, if desired, at an additional annual charge of fifty dollars. Payment is required semi-annually in advance.

II. The regular time of admission is at the close of the vacation which extends from the last Wednesday in June to the first Wednesday of September. No pupil will be received at any other time, except in very extraordinary cases.

III. No deduction will be made from the annual charge, in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills, and for the suitable clothing of the pupils.

V. Application from a distance, letters of inquiry, etc., must be addressed, post-paid, to the principal of the institution. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction at Albany, to whom all communications on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the institution by certificate of any overseer of the poor, or supervisor.

VI. Should objection exist to the admission of any individual, the board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the institution. No extra charge is made, in case of sickness, for medical attendance, medicine or other necessary provisions.

It is suggested to the friends of deaf-mute children that the names of familiar objects may be taught them with comparative ease before their admission, and that possession of such knowledge in any degree materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. What is the name of the individual ?
2. When and where was he born ?
3. Was he born deaf ?
4. At what age did he lose his hearing ?
5. By what disease or accident did he become deaf ?
6. Is the deafness total or partial ?
7. Have any attempts been made to remove the deafness ?
8. Is there any ability to articulate or read on the lips ?
9. Have any attempts been made to communicate instruction ?
10. Is he laboring under any bodily infirmity ?
11. Does he show any signs of mental imbecility or idiocy ?
12. Has he had the small-pox or been vaccinated ?
13. Has he had the scarlet fever ?
14. Has he had the measles ?
15. Has he had the mumps ?
16. Has he had the whooping cough ?
17. Are there any other cases of deafness in the family ?
18. Are there any cases of deafness among relatives or ancestors ?
19. What is the name of the father ?
20. What is the name of the mother ?
21. What is the occupation of the father ?
22. What is his post-office address ?
23. Are either of the parents dead ?
24. Has a second connection been formed by marriage ?
25. Was there any relationship between the parents previous to marriage ?
26. What are the names of their children ?

By order of the Board of Directors.

SHEPHERD KNAPP, *President.*

THATCHER M. ADAMS, *Secretary.*

SITUATION OF THE INSTITUTION.

The grounds occupied by the institution comprise thirty-seven and a half acres, bounded on the west by the Hudson river, and on the east by the Kingsbridge road. The entrance from the latter is at its intersection with the Tenth avenue, about nine miles from the City Hall.

The institution can be reached by three lines of public conveyance from the city :

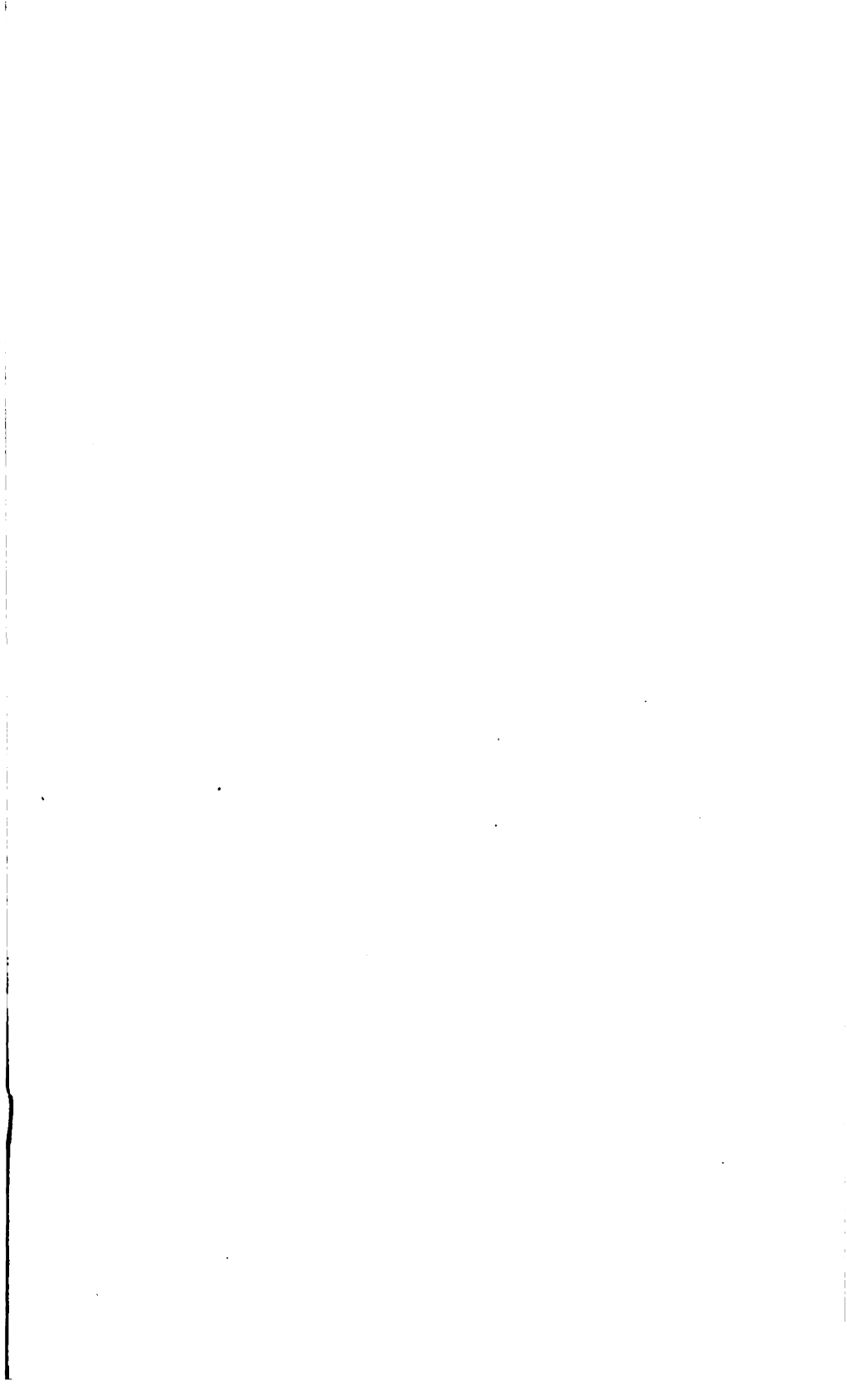
1. By the way trains on the Hudson river railway, from 30th street, stopping at 152d street. The institution is about half a mile north of this station.
 2. By the Third avenue railroad to Harlem, and thence by stage.
 3. By the Eighth avenue railroad to 125th street, and thence by stage.
-

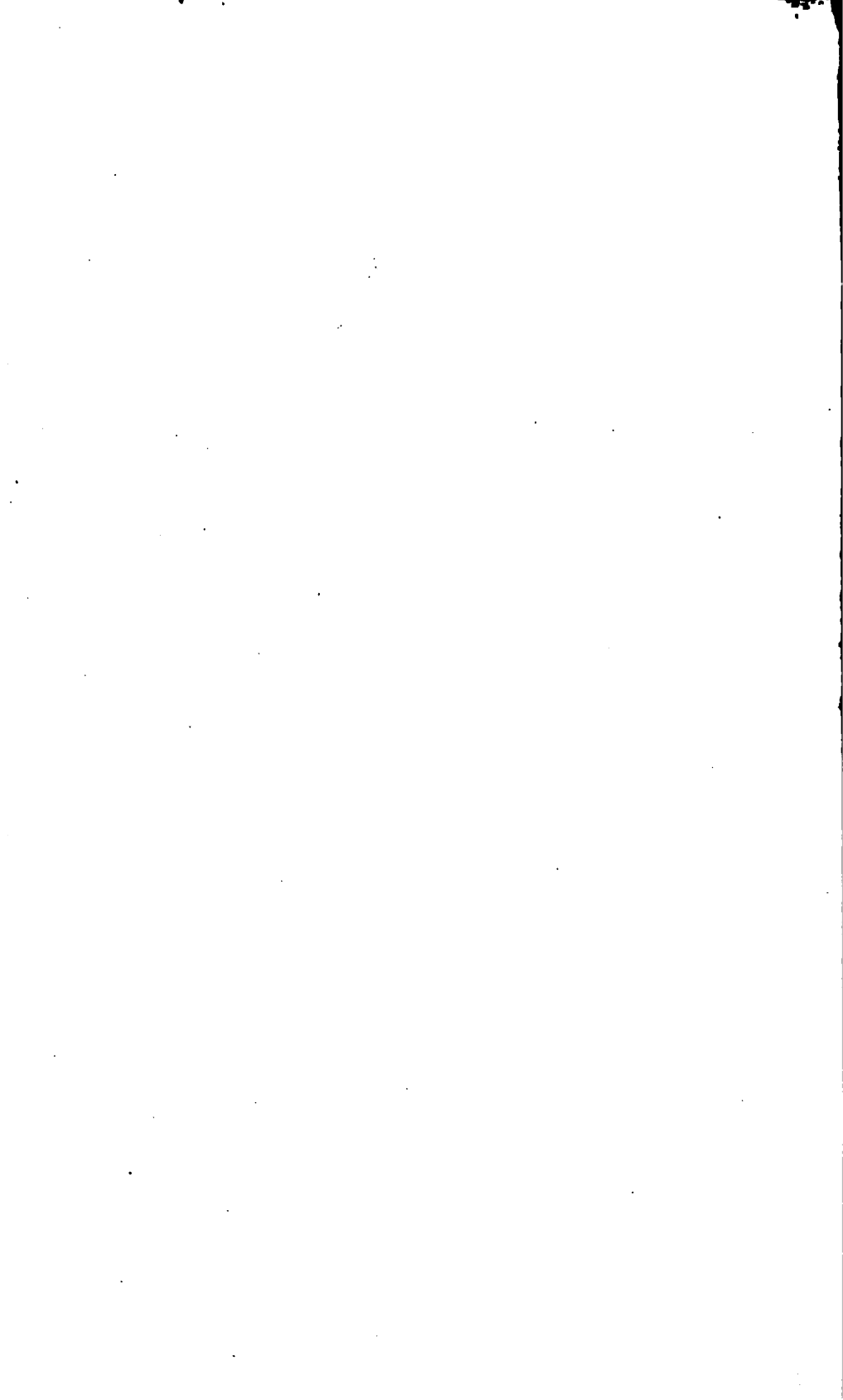
PUBLIC MEETINGS.

While the institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest, when public exercises are held in the chapel, viz. : At the annual election for officers and directors, on the third Tuesday of May, and at the close of the academical term, on the last Wednesday of June, answering to Commencement in other seminaries of learning. The members of the institution are earnestly requested to attend on these occasions, notices of which, as well as of the quarterly meetings, will be given in the newspapers.


FORM OF A BEQUEST.

I give and bequeath to "The New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York, in the year 1817, the sum of dollars.





James E. M.
PORT


struction

ORK,

Andrew Warner Esq

FIFTY-THIRD ANNUAL REPORT

AND

DOCUMENTS

OF THE

**New York Institution for the Instruction
of the Deaf and Dumb,**

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1871.

Transmitted to the Legislature January 19, 1872.



ALBANY:
THE ARGUS COMPANY, PRINTERS.
1872.

ALPHABET OF THE DEAF AND DUMB.

A a



B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



N n



O o



P p



Q q



R r



S s



T t



U u



V v



W w



X x



Y y



Z z



&c



FIFTY-THIRD ANNUAL REPORT

AND

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New York Institution for the Instruction of the Deaf and Dumb,

TO THE

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THE ARGUS COMPANY, PRINTERS.
1872.



STATE OF NEW YORK.

No. 23.

IN ASSEMBLY,

January 19, 1872.

FIFTY-THIRD ANNUAL REPORT

OF THE

NEW YORK INSTITUTION FOR THE INSTRUCTION OF
THE DEAF AND DUMB.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,

SUPERINTENDENT'S OFFICE, ALBANY, *January 19, 1872.* }

To the Hon. HENRY SMITH,

Speaker of the Assembly:

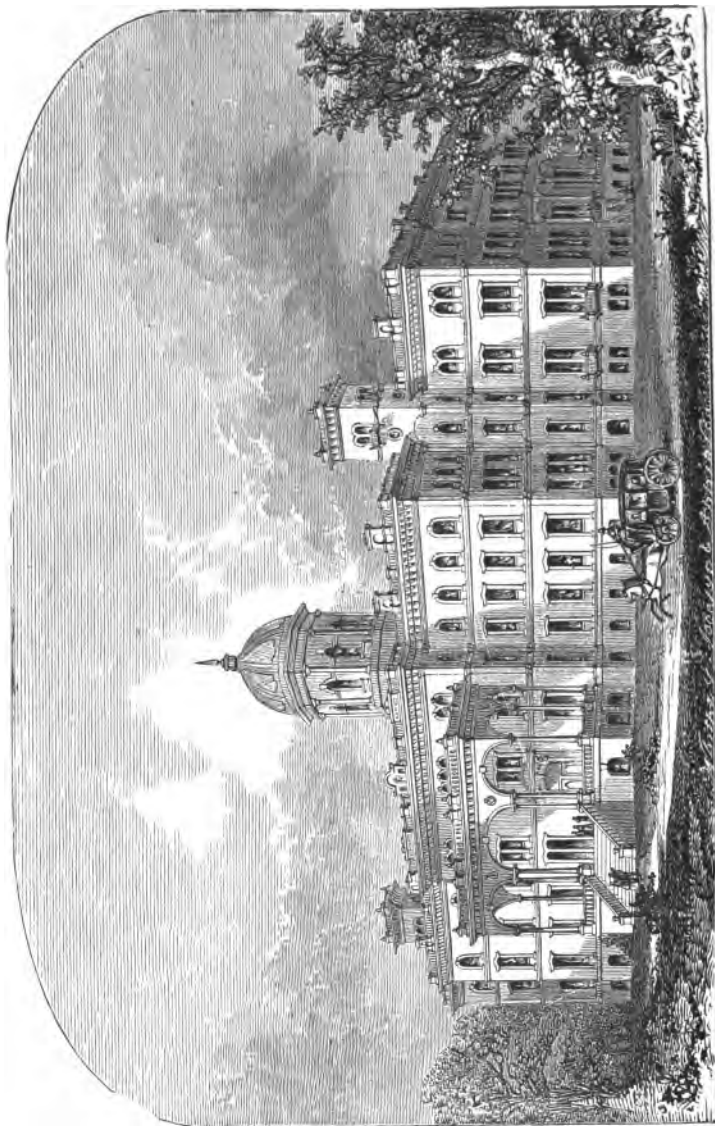
SIR.—I have the honor, herewith, to transmit to the Legislature the Fifty-third Annual Report of the New York Institution for the Instruction of the Deaf and Dumb.

Very respectfully, your obedient servant,

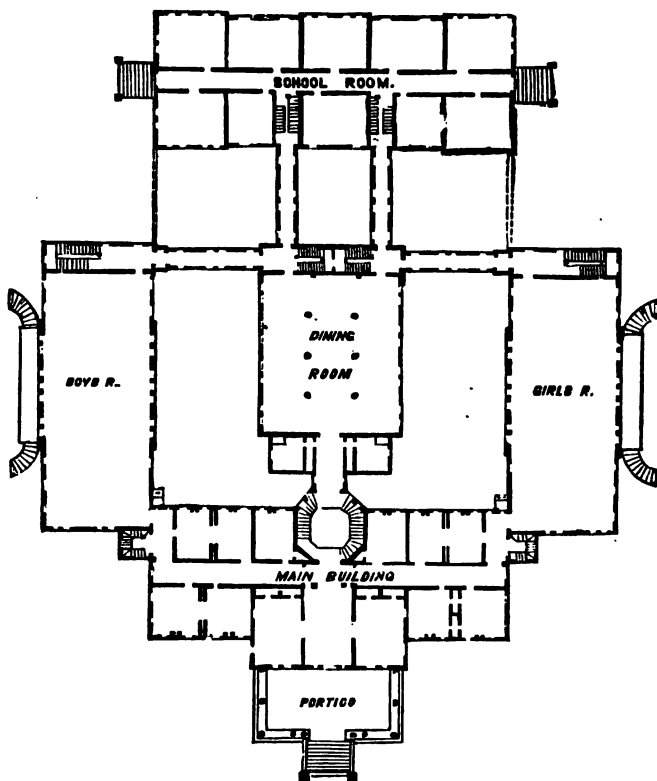
ABRAM B. WEAVER,

Superintendent of Public Instruction.





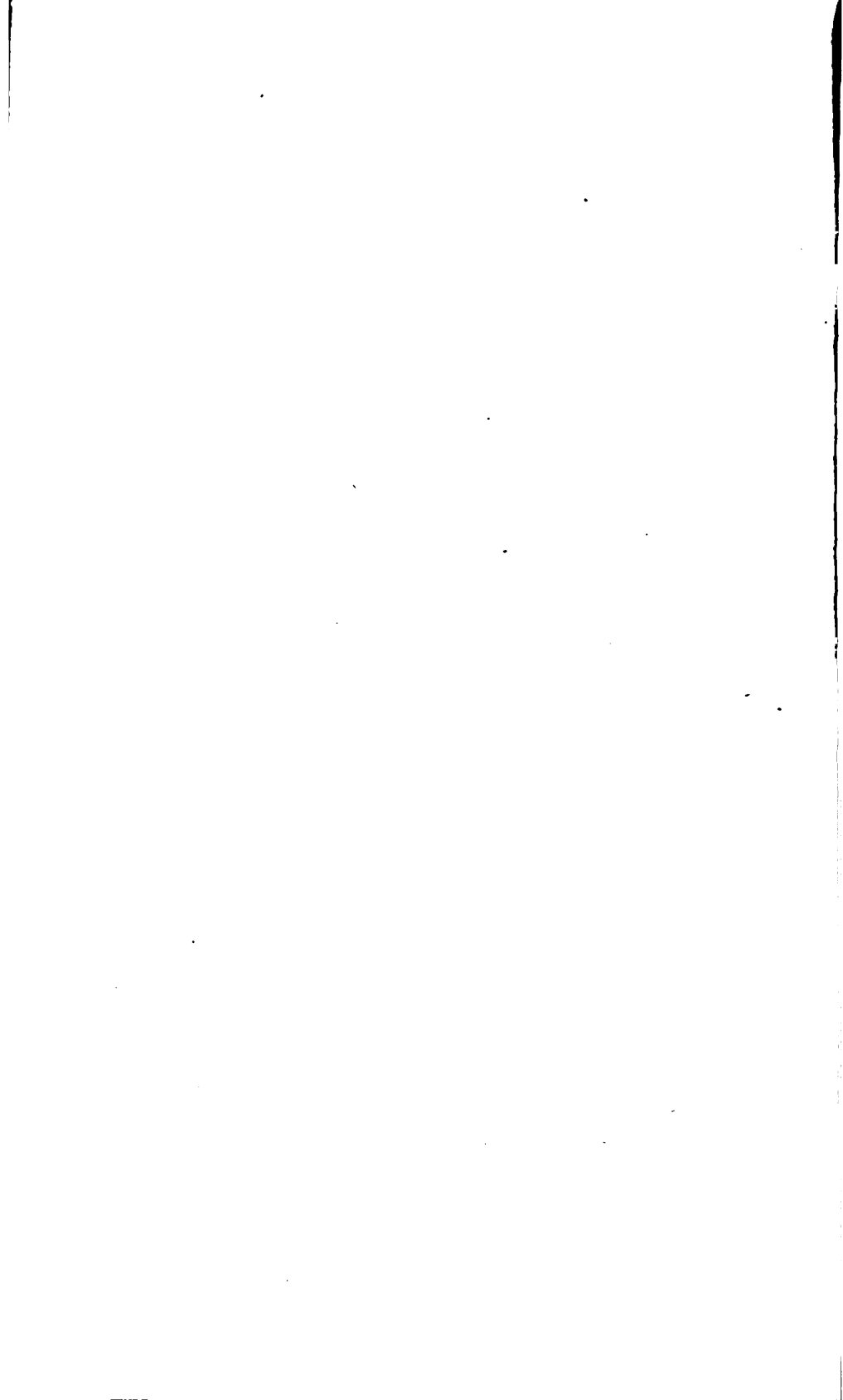
INSTITUTION FOR THE DEAF AND DUMB.



PRINCIPAL FLOOR.
SCALE.



GROUND PLAN.



OFFICERS AND DIRECTORS.

PRESIDENT.

REV. WILLIAM ADAMS, D. D., LL.D.

FIRST VICE-PRESIDENT.

HENRY E. DAVIES, LL.D.

SECOND VICE-PRESIDENT.

ERASTUS BROOKS.

TREASURER.

JOSEPH W. PATTERSON.

SECRETARY.

THATCHER M. ADAMS.

FIRST CLASS—ONE YEAR.

SHEPHERD KNAPP.

MORRIS K. JESUP.

HENRY E. DAVIES, LL.D.

THATCHER M. ADAMS.

OLIVER S. STRONG.

SAMUEL THORNE.

REV. FRANCIS VINTON, D. D.

SAMUEL V. HOFFMAN.

SECOND CLASS—TWO YEARS.

HARVEY P. PEET, LL.D.

REV. THOMAS GALLAUDET, D. D.

REV. WILLIAM ADAMS, D. D., LL.D.

HENRY K. BOGART.

WILLIAM NIBLO.

REV. F. A. P. BARNARD, D. D., LL.D.

BENJAMIN H. FIELD.

WILLIAM A. WHELOCK.

THIRD CLASS—THREE YEARS.

ERASTUS BROOKS.

AVERY T. BROWN.

FREDERIC DE PEYSTER, LL.D.

GEN. HENRY E. DAVIES, JR.

ENOCH L. FANCHER, LL.D.

REV. CHARLES A. STODDARD, D. D.

JOSEPH W. PATTERSON.

D. WILLIS JAMES.

LADIES' COMMITTEE.

Mrs. BENJAMIN H. FIELD.

Miss ANN MAURY.

Mrs. FRANCES COLDEN.

Mrs. HELENA T. BROWN.

Miss MARY S. JONES.

Mrs. FREDERICK G. SWAN.

Miss HARRIET TABER.

Mrs. JOSEPH W. PATTERSON.

Mrs. JAMES W. BEEKMAN.

Mrs. ELLEN WALTER.

Miss MARY A. HADDEN.

Miss JULIA COOPER.

Miss JULIA RHINELANDER.

Mrs. EDWARD OOTHOUT.

Miss M. ADELIA COOPER.

EDUCATIONAL DEPARTMENT.

PRINCIPAL.

ISAAC LEWIS PEET, M. A.

EMERITUS PRINCIPAL.

HARVEY P. PEET, Ph. D., LL.D.

PROFESSORS AND TEACHERS.

OLIVER D. COOKE, M. A., *

Specialty: Intellectual and Moral Philosophy and the English language.

WESTON JENKINS, M. A.,

Specialty: the Latin and Spanish languages.

HENRY WINTER SYLE, B. A.,

Specialty: Natural Philosophy and Chemistry.

FRANCIS D. CLARKE, M. A.,

Specialty: Mathematics.

JOHN R. BURNET, M. A.,

Specialty: the French and German languages and Natural History.

WILLIAM E. CLARKE.

Specialty: the Greek language.

BERNHARD ENGLESMANN, †

Specialty: Articulation.

JEREMIAH W. CONKLIN.

GILBERT C. W. GAMAGE.

ALBERT P. KNIGHT.

CHARLES S. NEWELL.

ALPHONZO JOHNSON.

HENRY DENNIE REAVES.

CHARLES W. VAN TASSEL.

ROWLAND B. LLOYD.

THOMAS H. JEWELL.

FORT LEWIS SELINEY.

JANE T. MEIGS. §

IDA MONTGOMERY. ‡

JOSEPHINE L. ENSIGN.

ISABELLA H. RANSOM.

ISABELLA VANDEWATER.

HATTIE E. HAMILTON. §

CATHARINE BLAUVELT.

MARY HOWELL.

CELIA L. RANSOM. §

ANNIE WAGER.

BESSIE FITZHUGH.

LUANN C. RICE.

* Instructor of the High Class.

† In charge of the Department of Articulation.

‡ Assistant instructor of the High Class.

§ Assistant in the Department of Articulation.

DOMESTIC DEPARTMENT.

SUPERINTENDENT AND RESIDENT PHYSICIAN.

S. D. BROOKS, M. D.

ACCOUNTANT AND STEWARD.

CHAUNCEY N. BRAINERD.

ASSISTANT ACCOUNTANT AND STEWARD.

CLARENCE D. LITTLE.

SUPERVISOR.

JAMES L. APPELY, A. M.

ASSISTANT SUPERVISOR.

RICHARD E. BULL.

MATRON.

Mrs. CHARLOTTE P. STEPHENSON.

ASSISTANT MATRONS.

Mrs. M. A. LEONARD.

Miss PRUDENCE LEWIS.

Mrs. J. L. APPELY.

Miss MATTIE C. RICE.

Mrs. HARRIET HAMMOND.

Miss AGNES COWAN.

HOUSEKEEPER.

Miss MARGARET HIGGINS.

ASSISTANT HOUSEKEEPER.

Mrs. ELLEN HYATT.

NURSE.

Mrs. ELIZABETH ADAMS.

ENGINEER.

JOHN G. STICKNEY.

ASSISTANT ENGINEER.

ANTHONY JONES.

NIGHT WATCH.

JOSEPH L. CLEMENS.

F. A. GERLOFF.

FOREMEN OF THE SHOPS.

JOHN H. CLEARWATER, Cabinetmaker.

HENRY ROTH, Tailor.

JOHN LECHTHALER, Shoemaker.

JOHN LUTZ, Gardener.

FIFTY-THIRD ANNUAL REPORT.

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb respectfully report to the Legislature the results of their management for the twelve months embraced in the period between October 1st, 1870, and September 30th, 1871, corresponding with the State fiscal year.

It will be remembered that their fifty-second annual report comprised only nine months, viz., from the 1st day of January, 1870, to September 30th of the same year, the directors having decided, during 1870, to make their annual reports in the future conform, as to time, to the rule adopted by the State.

During the twelve months expiring on the 30th September, there have been under instruction in the institution, of both sexes, a total of 616 pupils, the detailed statement of which is given in the report of the principal. There are now under tuition 534 pupils, the difference, eighty-two in number, comprising thirteen who have died and sixty-nine who have graduated. The aggregate of pupils who have been educated in this institution, during the fifty-three years of its existence, is 1,684, and, including the pupils now on register, 534, it will be seen that 2,218 deaf-mutes, of whom more than sixty per cent are the beneficiaries of the State, either directly, or through the counties, have enjoyed the benefits of the generous provision made for these children of misfortune. The number of pupils sent to the institution from the counties, under the law of 1853, seems to remain stationary, or nearly so; those reaching the age of twelve, and thus becoming State beneficiaries, being about equal to the new ones coming in during each academic year. For 1869, the county pupils were 141, and in each of the two subsequent years, 138, as shown in this and the previous annual report. The directors are more decided than ever in their convictions of the wise humanity of the law of 1863, from the happy results during the last eight years growing out of its action, in the improvement of those received under its provisions,

in their rapid advancement after the age of twelve; and in their being thus rescued, during the tender ages between six and twelve, from the privation, suffering and moral deterioration incidental to this class of children, whose parents or friends, are not in circumstances favorable to that care and attention which their want of hearing and speech necessarily requires.

The present sanitary condition of the institution is highly satisfactory, as will be seen by reference to the report herewith presented, of the superintendent and resident physician, Dr. Brooks. As the appointment of Dr. Brooks did not take place till April last, the directors refer to the principal's report for a clear and faithful statement of all the circumstances and events connected with the epidemic of typhoid fever, which broke out among the pupils in November, 1870, resulting in the death of eight of their number, and of one teacher. That no efforts were spared, in this sad crisis, to confine the disease to as few as possible, and that neither medical skill, faithful nursing, nor judicious expenditure was wanting to save the stricken ones, may be inferred both from this detailed history of the disease, and from the small number of deaths, as also of cases in a community amounting to more than 500 children. The deaths were nine out of a total of fifty-nine cases.

It became incumbent on the board, as well in obedience to their own sense of duty as to the orders of the board of health, to take prompt measures to remedy all defects, and so to improve their buildings and grounds with all their complicated arrangements for sewerage, supply of water and ventilation; as also, to so regulate the habits, clothing and diet of the pupils, as in the future, so far as human means can secure it, to prevent the recurrence of a similar outbreak. At very considerable expense, new and more extensive sewers have been built through the grounds, to convey to the river the sewage of the establishment, with the addition of one of stone leading across the open space between the shore declivity and the railroad track (filled by the tide twice in twenty-four hours), by means of which the entire discharge of the main sewer is emptied into the Hudson.

Thorough ventilation of all parts of the buildings has been secured by the introduction of machinery, which forces currents of pure air, drawn through an iron duct carried above the school-building, which is either warmed or cooled, before its introduction into the apartments, according to the different conditions of the atmosphere outside. There have also been additions and alterations made to the heating

apparatus, and to the means for bathing, together with changes in the hospitals, and other extensive repairs, all of which have caused an outlay in excess of our income, diminished as this has been by the failure of the city and county of New York to pay in full the charge incurred by the county for its pupils during the year just expired.

In order to carry out the views of the board respecting the future management of the institution in all its details, it was deemed necessary and expedient to divide the responsibilities and cares growing out of so large an establishment, involving not only the education, but also the clothing, diet and comfort of more than 500 children; making together with the officers and employes, a community of more than 600 persons, whose general health and freedom from severe and dangerous forms of disease, should never be overlooked. Two departments were therefore arranged, one educational and the other domestic, each with its appropriate head, the principal as heretofore having the entire care and responsibility of the former, while he was relieved from all those other duties appertaining to the charge of the pupils, when not under instruction; and all the domestic details of the institution which were henceforth devolved upon the superintendent and resident physician. The directors considered themselves highly favored in being able to secure for this very responsible and honorable position, Dr. S. D. Brooks, who had been for many years the superintendent of the New York Juvenile Asylum, and whose experience and success there had qualified him in an eminent degree for the office thus created by the board.

During the past year, the school building has been entirely completed with its thirty class-rooms, and a dormitory capable of accommodating 150 pupils. The details of the several improvements made during the year, will be found clearly stated in the report of the superintendent.

In consequence of the changes involved in the modification of the interior arrangements of the institution, as also of the extraordinary expenditures during the year, the directors have not been able to carry out their intention, declared in previous reports as to the introduction of new forms of labor for the pupils. They do not, however, abandon the idea of employing some of the pupils, hereafter, in printing and book-binding, and possibly of teaching those of them who may evince a talent for them, the arts of designing and wood-engraving. By the judicious appropriation of the surplus, which may in

time be realized from the sale in 1869, of a portion of their land on Washington Heights, the directors hope to have the means of adding to their buildings the accommodation required for these and such other occupations as may be made useful to their pupils in after life.

The reports of the principal, and of the committee on the annual examination, give a fair exhibit of the progress and condition of the intellectual department at the close of the last academic year. This institution has always ranked among the first in the country for the thoroughness and extent of the education given to its pupils, and it is the wish of the directors that no relaxation of effort on their part in this direction shall become evident, but rather that a spirit of progress, and a purpose to adopt, after proper trial, all new methods of developing the deaf-mute mind, shall characterize its management. There is now evident in the community an increased degree of attention to the education of deaf-mutes, and an ardor of discussion as to old and new ideas upon this interesting question which demand from the directors that they should give full heed to these indications of a freshly awakened interest in behalf of those intrusted to their care and training. They are not blind to the fact that among those who are professionally experts in this branch of public education, as well as among educators generally, and others interested as friends and relatives of the deaf-mute, there are serious differences of opinion as to the respective merits of the sign language and the manual alphabet on the one side, and of lip reading and articulation on the other, as systems for imparting to the uneducated deaf-mute the knowledge which will fit him to mingle in society as well as to develop his hitherto dormant mental faculties.

It is not the purpose nor desire of the directors, in this report, to discuss these disputed points, but rather to declare that they are not so wedded to any one system as to reject any other which will accomplish, at whatever cost of time and effort, the great end and object of this institution. The trial which has been given, for several years past, among the pupils of the New York institution, to the system of instruction by reading from the lips and articulation (not yet sufficiently tested to judge conclusively of its merits in comparison with its rival—that by signs and the manual alphabet) will be continued until a correct judgment can be formed. It will, however, be demanded of the directors, and they are bound by every consideration of duty, as well as humanity, to respond faithfully to the demand,

that graduates of their institution shall, as far as their mental capacities will permit, be capable of using the language of the land in which they live, either by writing or articulation, as the case may be, so as to communicate freely and intelligibly with their fellows.

The report of the treasurer, herewith submitted, gives all the details of the receipts and expenditures for the year. They are in gross as follows:

Receipts from all sources for current expenses.....	\$141,069 47
Balance in the hands of the treasurer October 1, 1870,	12,602 70
Making a total of	\$153,672 17
Expenditures.....	162,587 84
Showing a deficiency of.....	\$8,915 67

This deficiency has arisen from the failure of the board of apportionment created by the tax levy law of last winter to appropriate and pay to the treasurer the full amount of the charge against the city and county of New York for the board, tuition and clothing of the pupils from said county. The account, amounting to \$16,225.94, duly attested, was at the proper time presented to the comptroller and its payment demanded, but up to the time of writing this report, only a portion, \$6,255.50, has been received by the treasurer, leaving a balance still due of \$9,970.44. Assurances have been given by the city comptroller that this amount will be paid as soon as the Legislature shall pass the requisite law to enable him to raise money for this and other sums due the public institutions of the city. In the mean time the treasurer is so much in advance to the institution.

The appropriation from the State of \$105,000 for the current fiscal year will amply suffice for the State beneficiaries now under instruction, 347 in number, but should it exceed 350, the allowance for each will not reach the sum (\$300) which has for some years past been the cost per capita. The directors may be disappointed in securing from the Legislature, about to meet, an appropriation sufficient to afford the required allowance, but shall strive, by the exercise of the strictest economy, consistent with the comfort and proper training of their youthful charges, to bring their expenses within the means allowed by the State.

In bringing their report to a conclusion, the directors do not hesitate to say that, notwithstanding the embarrassments and troubles

through which the institution was called to pass, during the year just expired, they feel encouraged to know that there is every prospect, under the new arrangements which have been consummated for its internal management, of increased usefulness and prosperity for the future.

By order of the board of directors.

WILLIAM ADAMS,

President.

THATCHER M. ADAMS, *Secretary.*

TREASURER'S ACCOUNT FOR 1871.

EXPENDITURES FOR GROCERIES AND PROVISIONS.

Apples, 46 bbls.	\$184 00
Barley	7 50
Beans, 12 bbls.	117 80
Butchers' meat, 99,385 lbs.	13,264 35
Butter, 19,627 lbs.	8,026 35
Buckwheat, 500 lbs.	25 68
Berries, 594 qts.	121 34
Cartage	575 70
Canned fruit and vegetables.	122 70
Caraway seed	76
Chickory, 160 lbs.	23 35
Cheese, 769 lbs.	126 53
Chickens, 572 lbs.	107 21
Cider, 24 bbls.	20 55
Coffee, 3,158 lbs.	847 77
Crackers, 1,748 lbs.	171 86
Cranberries, 8 crates.	28 50
Celery ..	13 87
Codfish, 20 quintals	146 95
Cream tartar, 38 lbs.	17 65
Cabbages, 3,000	270 00
Corn starch, 83 lbs.	9 90
Currants and other dried fruits	154 67
Extracts	12 85
Extract of beef, 15 doz.	90 00
Eggs, 1,178 doz.	382 38
Farina	12 59
Flour, 553 bbls.	4,393 80
Fresh fish and oysters	603 10
Ginger, 102 lbs.	30 60
Grapes, 316 lbs.	32 69
Hams and other smoked meats, 2,807 lbs.	504 38
Hams, cured and smoked	21 72
Horse-radish	4 50
Hops and malt	36 00
Hominy and Indian meal, 5,900 lbs. ...	222 56
Ice, 27,996 lbs.	259 94
Lard, 1,183 lbs.	185 61
Lemons	32 23
Mackerel, 7 bbls.	99 00
Molasses, 1,402 gals.	1,071 42
Milk (condensed), 8,635 qts.	2,779 73
Milk (ordinary), 5,480 qts.	356 20
Mustard, 121 lbs.	48 60

Carried forward \$35,564 89

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By order of the board of directors.

WILLIAM ADAMS,

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Carried forward \$35,564 89

Brought forward	\$35,564 89	
Onions, 14 bushels	21 00	
Oatmeal, two barrels	20 85	
Oranges, seven boxes	35 50	
Pepper, 127 pounds	43 96	
Potatoes, 562 barrels	1,816 25	
Potatoes (sweet), thirty barrels	106 50	
Prepared cocoanut, twenty-five pounds..	8 25	
Pickles	49 85	
Pears, peaches and pines	48 15	
Pork, two barrels	32 50	
Raisins, eight boxes	23 00	
Rice, 3,866 pounds	297 35	
Smoked fish, 133 pounds	20 84	
Sweet oil, two cases	10 00	
Sugar, 21,301 pounds	2,574 98	
Spices	42 90	
Salt, twenty sacks	62 25	
Soda	1 61	
Syrup	9 15	
Tea, 1,449 pounds	1,091 62	
Turkeys, 1,145 pounds	176 79	
Turnips, eight barrels	16 06	
Wheaten grits	15 90	
Vinegar, ten barrels	116 21	
		42,206 36

SALARIES AND WAGES.

Principal, professors and teachers	\$24,638 68	
Superintendent	\$1,604 19	
Steward and assistant	2,941 71	
Matron and assistants	1,169 61	
Supervisor and assistants	820 38	
Housekeeper, baker, cooks	1,399 76	
Waiters, cham'rmaids, labor's,	7,704 05	
		15,639 70
		40,278 38

CLOTHING.

Alpacca, 189 yards	\$60 38	
Buttons	19 06	
Blacking, twenty-four dozen	18 00	
Brushes (shoe), twenty-two dozen	34 00	
Brushes (hair), four dozen	11 41	
Brushes (tooth), fifteen dozen	19 54	
Cash advanced for traveling expenses incurred on account of pupils going to and returning from their homes, in excess of cash received from friends for that purpose	861 55	
Carried forward	\$1,023 94	\$82,484 74

Brought forward.....	\$1,023 94	\$82,484 74
Commutation for clothing, exp'ss charges and other incidental expenses.....	918 09	
Cambric, 412 yards	53 49	
Cassimere, 1,759 yds.....	1,516 07	
Collars (linen), 16 doz.....	22 55	
Collars (paper), 7 M.....	75 00	
Combs, 59 doz.....	53 38	
Corsets, 9 doz.....	76 45	
Caps and hats (boys'), 43 doz.....	292 00	
Coats, 6	48 00	
Cord	7 08	
Cloth, 86 yds.....	33 77	
Dress goods, 148 yds.....	48 26	
Dress trimmings.....	41 46	
Drawers, 16 doz.....	72 00	
Denims, 156 yds.....	29 00	
Delaine, 1,238 yds.....	267 20	
Express charges	91 00	
Flannel, 94 yds.....	35 97	
Funeral expenses	496 00	
Gloves, 6 doz.....	13 50	
Gingham, 391 yds.....	61 63	
Hair nets, 19 doz.....	26 71	
Handkerchiefs, 38 doz.....	63 93	
Hats (girls'), 14 doz.....	153 07	
Hose and half-hose, 110 doz.....	254 58	
Hoods, 2 doz.....	10 25	
Hair cutting	36 10	
Hooks and eyes.....	1 13	
Jean, 192 yds.....	20 77	
Jackets, 70	264 75	
Knitting cotton, 6 lbs.....	3 84	
Linen thread.....	4 91	
Muslin, 2,551 yds.....	369 16	
Mohair, 73 yds.....	13 78	
Nansook, 20 yds.....	5 00	
Needles, 2½ M.....	4 00	
Neck ties, 23 doz.....	35 50	
Pantaloon, 12 pairs.....	38 50	
Pins, thimbles and tape.....	7 93	
Pique, 239 yds.....	64 61	
Print, 2,691 yds.....	290 63	
Plaid, 68 yds.....	15 41	
Poplin, 88 yds.....	14 20	
Ribbon.....	1 36	
Shoes, 58 pairs	68 20	
Shoe laces	9 20	

Carried forward \$7,053 36 \$82,484 74

Brought forward.....	\$7,053 36	\$82,484 74
Shawls, 58.....	145 00	
Shirts (under), 20 doz.....	135 00	
Scarfs, 2 doz.....	21 00	
Scissors and sharpening.....	24 85	
Spool cotton, 76 doz.....	63 94	
Suspenders, 14 doz.....	30 00	
Suits clothing, 206.....	1,885 75	
Trunks, trunk locks and traveling bags..	40 07	
Twill, 34 yds.....	150 59	
Tweed, 61 yards.....	40 83	
Vests, 15.....	20 75	
Leather and findings, shoe		
shop account.....	\$2,999 49	
Wages shoemaker and ass't..	1,168 41	
	4,167 90	
Trimmings, tailor shop acc't, \$1,395 74		
Wages tailor and assistant ..	890 08	
	2,285 82	
		16,064 86

FURNITURE.

Apple parer, 1.....	\$1 00	
Bath brick.....	3 41	
Baking pans, 1 doz.....	36 00	
Baskets, 57.....	38 00	
Bedsteads (iron), 6 doz.....	576 00	
Bedsteads (walnut), 2.....	27 32	
Bedstead sofa, 1.....	100 00	
Blankets, 12 pairs.....	66 00	
Brittania pitchers, 3 doz.....	84 15	
Brooms, 25 doz.....	86 25	
Brushes, 26 doz.....	124 00	
Burlaps, 1,022 yds.....	178 54	
Carpeting, making, binding and tacks ..	187 42	
Clocks and repairing.....	61 25	
Coffee urns, 2.....	270 00	
Cushions.....	6 20	
Chairs and stools, 24 doz.....	322 91	
Crockery.....	388 51	
Cartage.....	156 50	
Desk standards, 75 pairs.....	193 75	
Desk.....	28 00	
Damask, 25 yds.....	37 28	
Enameled cloth, 2 pieces.....	22 00	
Furniture, superintendent's room.....	332 97	
Gong.....	10 72	
Insect powder.....	15 60	
Carried forward.....	\$3,353 78	\$98,549 60

Brought forward.....	\$3,353 78	\$98,549 60
Kitchen hand-truck	15 00	
Knives and forks	76 19	
Lanterns, 5	6 23	
Looking-glasses, 28.....	49 96	
Lounge, 1	28 00	
Mattresses, 2	38 29	
Mattresses, made, 24	48 00	
Mattresses, re-made, 464	482 68	
Moss, 1,057 lbs.....	211 40	
Match safes	3 52	
Mats, 43.....	105 65	
Matting, 40 yds	28 18	
Mops, 3½ doz.....	12 50	
Mousetraps, 1½ doz.....	2 25	
Molasses gate.....	60	
Napkins, 12 doz	20 80	
Oil-cloth	10 25	
Oven peels.....	4 80	
Picture nails and cord	6 31	
Pails, eight dozen	51 50	
Pillows, re-made, 209.....	27 48	
Quilts, fifty.....	110 00	
Repairing ranges and stoves.....	169 94	
Repairing tin-ware.....	86 40	
Repairing furniture	30 37	
Repairing sewing machines.....	66 78	
Sheeting, 3,026 yards.....	434 70	
Straw	283 72	
Scale.....	12 00	
Scissors.....	2 07	
Stoves and stove polish	79 25	
Small wares.....	37 71	
Tables, two	21 50	
Table linen, 248 yards.....	122 20	
Table covers, sixteen.....	45 45	
Ticking, 287 yards	58 12	
Tin ware.....	171 81	
Table ware, replated.....	12 65	
Tea-spoons.....	37 36	
Toweling, 1,305 yards	196 09	
Tubs	15 75	
Window shades and repairing	142 49	
W. C. paper.....	37 45	
		6,757 18
Carried forward		\$105,306 78

Brought forward..... \$105,306 78

BUILDING AND REPAIRS.

Plumbing, steam-fitting and general pipe-work	\$6,601 15
Carpenters' wages	3,674 62
On account of ventilating apparatus....	3,000 00
Sewerage	2,983 72
Mason work and materials	2,465 40
Steam boiler.....	2,050 00
Lumber	1,829 87
Painting and glazing.....	1,761 51
Repairing steam boilers.....	1,018 86
Kalsomining and whitewashing	801 17
Hardware and tools	654 43
Repairing roofs, gutters and leaders	391 22
Labor	380 00
Pumping Croton water	308 17
Cartage.....	291 31
Doors and sash	113 05
Cleaning vaults.....	105 00
Blacksmithing.....	90 20
Beebe range.....	76 00
Gas-fitting	50 43
Bathing tank.....	39 00
Wood moulding	38 00
Locks and repairing.....	37 41
Repairing sinks.....	30 15
Shafting	23 43
Wire screens	22 80
White sand	18 00
Rope.....	17 48
Belting.....	14 90
Wire.....	12 50
Sheet iron work	8 50
	<hr/>
	28,908 28

FUEL AND LIGHTS.

Anthracite coal, 1,186 tons.....	\$7,079 78
Gas, 869,500 cubic feet	3,043 25
Wages of engineer and assistant	1,320 00
Carting coal	540 00
Charcoal, 292 bbls.....	246 20
Engineer's tools, flue brushes, etc.....	82 71
Shoveling and hoisting coal	59 00
Matches, 10 gross.....	33 50
Candles and sperm oil	35 83
	<hr/>
	12,440 27

Carried forward \$146,655 33

Brought forward..... \$146,655 33

STABLE.

Hay, 46,089 lbs.	\$745 07
Oats, 301 bags.....	540 01
Horse	325 00
Ground feed, 309 bags.....	223 97
New milch cows	180 00
Wages of stableman.....	168 00
Baggage wagon.....	160 00
Horse-shoeing	145 25
Meal, 76 bags	138 75
Repairing wagons.....	92 40
Repairing harness.....	31 45
Stable tools	7 38

2,757 28

WASHING.

Wages of laundresses	\$1,316 94
Hard soap, 14,720 lbs.....	1,044 10
Washing fluid, 1,363 gals.....	345 62
Clothes wringer	351 00
Starch, 1,291.....	126 20
Soap receipt	25 00
Castile soap	24 50
Blueing	20 96
Cartage	10 50

3,264 82

Gardener's wages, seeds, manure, etc.....	1,007 27
Medicines and professional attendance	3,134 74
Books, slates and stationery for schools.....	2,070 74
Blind Asylum, rent of premises temporarily occupied,	400 00
Post-office and revenue stamps.....	237 24
Railroad, stage fare and carriage hire.....	216 43
Subscription to American annals.....	200 00
Printing.....	111 80
Extra edition of annual report.....	110 50
Cartage, express charges and freight.....	88 00
Excursion of pupils to American Institute fair.....	60 00
Delegations to Albany.....	84 96
Advertising	32 23
Intelligence offices	26 99
Photograph of shops, including two frames.....	24 75
Office newspaper.....	17 80
Telgrams	15 13
Drum heads.....	6 00
Check-book and business directory	9 80
Twine, \$4.15; tuning piano, \$3.00.....	7 15
Notary Public, \$2.75; cash box, \$2.25.....	5 00

Carried forward..... \$160,543 96

Brought forward.....	\$160,543 96
Discount, \$2.71; History of New York, \$1.65.....	4 36
Insurance on buildings and furniture.....	2,039 52
	<hr/>
	\$162,587 84
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RECEIPTS.

From Comptroller of State, for State pupils' board and tuition	\$99,875 24
From Treasurer of State of New Jersey, for board, tuition and clothing of pupils from said State.....	10,086 33
From treasurers of the following counties, for the support of county and clothing State pupils :	

	Support of County Pupils.	Clothing State Pupils.	Total.
Albany.....	\$1,050 98	\$60 00	\$1,110 98
Allegany	230 00	30 00	260 00
Broome	155 26	9 75	165 01
Cattaraugus.....	35 78	115 34	151 12
Chautauqua	401 88	157 56	559 44
Chemung	208 29	120 00	328 29
Chenango.....	230 00	30 00	260 00
Clinton.....	143 75	71 25	215 00
Columbia .....	.....	60 00	60 00
Delaware	460 00	.....	460 00
Dutchess	7 03	89 08	96 11
Erie	1,290 57	203 17	1,493 74
Essex	183 37	36 09	219 46
Franklin .....	.....	60 00	60 00
Fulton .....	.....	50 00	50 00
Genesee .....	.....	60 00	60 00
Greene	230 00	90 00	320 00
Herkimer.....	.....	30 00	30 00
Jefferson	210 00	.....	210 00
Kings	2,935 61	1,089 10	4,024 71
Lewis .....	.....	30 00	30 00
Livingston .....	.....	90 00	90 00
Madison.....	1,054 17	72 50	1,126 67
Monroe	136 73	192 17	328 90
Montgomery	116 28	14 84	131 12
Niagara	230 00	30 00	260 00
Oneida	690 00	120 00	810 00
Onondaga	541 15	319 42	860 57
Ontario	235 12	29 33	264 45
Orange.....	920 00	240 00	1,160 00
Orleans	389 73	39 16	428 89
Oswego	230 00	176 25	406 25
Queens.....	690 00	30 00	720 00

Carried forward, \$13,005 70 \$3,745 01 \$16,750 71 \$109,961 57

Bro't forward ..	\$13,005 70	\$3,745 01	\$16,750 71	\$109,961 57
Rensselaer	1,164 05	180 00	1,344 05	
Richmond	206 50	118 50	320 00	
Rockland	516 23	52 67	568 90	
Saratoga		60 00	60 00	
Schenectady		60 00	60 00	
Schuyler	485 56	56 67	542 23	
Schoharie	460 00	90 00	550 00	
Seneca		30 00	30 00	
St. Lawrence	268 33	115 00	383 33	
Steuben		60 00	60 00	
Suffolk	140 56	221 67	362 23	
Sullivan	460 00	30 00	490 00	
Tioga	230 00		230 00	
Ulster	785 83	86 00	865 83	
Warren		30 00	30 00	
Washington		30 00	30 00	
Wayne		210 00	210 00	
Westchester	690 00	90 00	780 00	
Wyoming	230 00	30 00	260 00	
Yates		30 00	30 00	
	<u>\$18,642 76</u>	<u>\$5,314 52</u>	<u>\$23,957 28</u>	23,957 28

From pupils clothed by friends, for clothing furnished and cash advanced	784 23
From paying pupils, for board and tuition	4,865 63
From sales of pigs and pork	459 12
From sales of coal	263 72
From sales of cows	230 00
From sales of empty barrels	124 52
From sales of clothing	50 60
From sales of grease	48 78
From sale of horse	30 00
From sales of dry goods	25 32
From sales of books	24 50
From sales of rags and paper	21 15
From sales of old iron	19 85
From sales of potatoes	14 00
From legacy of Rebecca Elting	100 00
From discount on bills	89 20
Credit balance from last account	12,602 70
	<u>\$153,672 17</u>
Balance due treasurer September 30, 1871	8,915 67
	<u>\$162,587 84</u>

JOSEPH W. PATTERSON,
Treasurer.

STATE OF NEW YORK, }
CITY AND COUNTY OF NEW YORK, } ss.:

Joseph W. Patterson, of said city, being duly sworn, says that he is the treasurer of the New York Institution for the Instruction of the Deaf and Dumb; that the foregoing account, to the best of deponent's knowledge and belief, is true and just in every particular, and further saith not.

JOSEPH W. PATTERSON.

Sworn to before me, this 6th }
day of December, 1871. }

A. GOODRICH FAX,

Notary Public, New York city.

REPORT OF THE PRINCIPAL.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN.—With the completed revolution of another year, it becomes my duty to present to your consideration a review of the circumstances and events affecting the present condition of the institution, and the cause of deaf-mute education in this State.

The past year has been one of great trials, though these have not been unattended by great mercies. While looking back upon some of its events with deep regret, not that which arises from the consciousness of any dereliction of duty, or the neglect of known indications of danger, but such as misfortune never fails to excite; regret that the hidden danger could not have been detected and the means of precaution learned through a less painful experience, we can also look back on much that is calculated to inspire gratitude to the Giver of all good, and to encourage the belief that, on the whole, there has been more gained than lost.

NUMBER OF PUPILS.

On the 30th of September, 1870, there were on our rolls the names of 555 pupils, divided as follows :

	Males.	Females.	Total.
	325	230	555
There have been admitted since.....	34	27	61
Making the number in the institution during the year	359	257	616
Of these, have retired.....	36	46	82
Leaving on the 30th of September, 1871	323	211	534

Of these, 347 are beneficiaries of the State, 138 of the counties, and thirty-two of the State of New Jersey ; sixteen are supported by their parents or guardians, and one holds a scholarship endowed by the late Thomas Frizzell Thompson, and by him directed to be called "The Frizzell Fund."

EVENTS OF THE YEAR.

We began the last term with upward of 500 pupils. The addition to our buildings offered the promise of excellent accommodations for our numbers, but the great heat of the summer had operated to delay their completion, and there was consequently a want of room for some weeks in the beginning of the term, and some discomfort arising from a comparatively crowded state of the dormitories. In other respects the buildings were in excellent order. In the month of November, however, the small pipe leading from the steam-pump at the Croton aqueduct to the Tenth avenue, where we had a large four-inch pipe, became irreparably disabled. It was deemed injudicious to incur the expense of putting down another small pipe, as it was expected that the Croton mains then already laid down in the Tenth avenue would soon be supplied from the completed reservoir opposite the High Bridge, which would make the small pipe useless. But there was a delay of two weeks arising from testing the mains, during which the institution experienced a dearth of water, which, joined to several other unfavorable circumstances, none of which could have been foreseen, and whose conjunction forms one of those providential dispensations that baffle human prudence, seems to have caused a predisposition to disease.

Just at this dangerous moment, an epidemic of typhoid fever broke out, and spread rapidly, till there were fifty-nine cases in all, or about one in ten of the inmates of the building. The first case occurred in October. It was that of a boy who brought the seeds of the disease from his home, where his brother died with it. The second case appeared on the 11th of November, the third on the 15th, and, after that, cases appeared in frequent succession, fear, no doubt, combining with other causes to promote the spread of the epidemic. The last new case was reported December 10th.

As soon as the number of cases became too large for our hospital accommodations, measures were taken to secure a building for the sick, where they might be placed under the most favorable circumstances for successful treatment and removed from the danger of spreading the contagion in the rooms of the institution. Fortunately there was a fine old mansion, spacious, roomy and well ventilated, standing unoccupied on an eminence within a few rods of the institution, on property belonging to the New York Institution for the Blind, and this was hired and fitted up as a hospital. To this building all of the pupils seized with the fever were conveyed in covered

carriages, whence they were borne in gently, on litters, or in the arms of strong men. Dr. Louis A. Rodenstein, then our attending physician, aided in this emergency by Dr. Henry O. Ely, took the medical charge of this hospital, and both devoted themselves to the care of their mute patients with a zeal, self-sacrificing devotion and professional skill which, we are sure, under Providence, were the means of saving many precious lives.

On the occasion of such a fearful and rapidly spreading epidemic, the difficulty of providing an adequate number of reliable attendants is one of the first magnitude. Indeed, of the three great requisites in such straits—suitable hospital room, skillful medical attendance and intelligent care—the last is certainly not the least important. It would have been difficult to procure a sufficient number of professional nurses, and absolutely impossible to find those who could converse with the deaf-mute patients. This emergency prompted an act of self-devotion on the part of the teachers of the institution worthy of lasting remembrance. Those of them who resided in the institution all volunteered for hospital duty. Formed into divisions, relieving each other alternately, a succession of most kind, faithful, intelligent and devoted nurses was obtained for each ward of the hospital. Thus were secured, at once, absolute compliance with the directions of the physicians, and the ability to question the deaf-mute patients on their feelings and condition, to cheer them up by words of hope, and to administer religious consolation.

The amount of good thus done cannot be calculated till the final day of account, but it involved one heavy sacrifice, considered in a temporal point of view. The teachers who undertook this work of high duty as well as mercy, knew that they bore their lives in their hands, but none shrank from the trial. One, only, received the crown of martyrdom. Miss Sarah A. Cuddeback, one of the lady teachers, fell a victim to her devotion, dying of the fever on the 11th of December, after an illness of twelve days. Her self-sacrifice is commemorated in letters of gold on a tablet of white marble, placed, by her associates, in the chapel of the institution.

In this connection, I but express the sentiments of all his associates in remarking that Prof. Jenkins, appointed by myself as superintendent of the hospital, residing within its walls and giving personal attention to all its details, displayed a degree of executive ability, while at this post of danger, that entitles him to no small meed of consideration.

The first death occasioned by the epidemic occurred on the 20th of November; the last on the 23d of December. There were nine deaths in all, out of fifty-nine cases—eight pupils and one teacher. I give the names and dates, as a record of mournful interest:

Clara Rose	November 20
Samuel Nelson	November 24
Eva B. Pierce	December 3
Aurelia C. C. Des Rochers	December 4
Frederick B. Gillet	December 7
Mary H. Barnett	December 9
Sarah A. Cuddeback (teacher)	December 11
Martha Pimm	December 17
Mary Jane Bennett	December 23

In this list are the names of some of our most promising and interesting pupils. Every one of these deaths carried grief to many hearts, and disappointment of cherished hopes. To the families thus bereaved, we can but tender our heartfelt sympathy, and remind them that in this institution their children had learned, what they could not have learned at home, to cling to the precious promises of the gospel in the parting hour, and, while struggling with the waters of the dark river that all must cross sooner or later, to fix the eye of faith on that better and brighter land beyond, where even those deaf and mute on earth will join in the heavenly song of praise to the Redeemer.

The principal and the teachers were at first very unwilling to break up the school, hoping that the visitation would soon pass away; but when the number of cases had increased so as to indicate a repetition of the experience of 1866, the principal decided, with the sanction of the executive committee, to send to their homes all whose friends lived within easy reach, and were known to be able to receive them.

In this way, the number of pupils was reduced one-half by the latter part of November, thus enabling the principal to make a temporary arrangement of the classes by which the teachers who had volunteered for hospital duty were relieved from teaching, the school exercises being continued under the care of the few teachers who lived out of the building, aided by monitors, till Christmas approached, when it was decided by the board of directors to send home all the pupils who had homes to go to; their traveling expenses, in cases of indigence, being paid by the institution, in order to have free room for the purification of the buildings and for making some improvements suggested by the physician and by the board of health.

This vacation continued till the twenty-fifth of January, when most of the pupils returned to the institution, in such health and spirits, as enabled them to resume their studies with a zeal and energy that went far to make up for the lost time.

THEORY OF THE DISEASE.

Notwithstanding two visitations of typhoid fever, we have not lost our confidence in the salubrity of the site of the institution. An elevation of 120 feet, so near the margin of a broad river, in which the tide rises several feet, should *prima facie* be a healthy situation. Fevers, both intermittent and typhoid, have at times prevailed in different parts of the island, and have been ascribed to defective drainage or sewerage, but the drainage near the institution was supposed to be good.

So far as the late epidemic was due to local causes, the most obvious was the temporary want of water, occurring just at a critical point when the malarious influences of a hot summer were at their height. Under ordinary circumstances, however, even this most unfavorable incident would not have induced such general predisposition to disease.

The inspectors of the board of health formed the opinion that one cause of the disease was malaria, arising from the emptying of our sewage into a pond formed by the railroad embankment, which here shut in a portion of the river, though not so completely, that it was not filled and emptied every day by the tide, which in its ebb and flow passed through a large culvert that had been constructed for the purpose.

We were directed by that board to carry a covered drain for our sewage across this pond and through the culvert, directly into the river. It was even proposed to require us to fill up the whole pond which covers several acres; a proposition which, if adhered to, would have involved a very heavy expense, while the benefit to a site 120 feet above it, would have been, to say the least, entirely problematical.

The *real* difficulty was, at that time, hidden from the most careful scientific inspection, but was accidentally disclosed some months later. In the following summer an extensive sinking of the earth rendered it necessary to dig down to the main drain leading from the water-closets, and then it was found that the pipes near the building were disconnected from their continuation, and that a large portion of the

sewage escaping at the disjunction was deposited in the subsoil, soaking away therein and discoloring it for a considerable distance. Had there been sufficient water to maintain the current through the disjointed pipes, or even to keep up a filtering lower into the earth, this might not have been such a source of danger. As it was, however, there was nothing to prevent the escaped sewage from acquiring a concentrated virulence within the narrow limits to which it was confined.

To this source, hidden deep beneath the surface, is doubtless to be ascribed the general predisposition to fever which made the accidental introduction of the disease almost like the application of a spark to a magazine.

It must be remembered, however, that an unusually hot summer and autumn had given rise to atmospheric conditions peculiarly favorable to the production of fevers, as is shown by their prevalence that fall in all parts of the State, especially in the region along the Hudson river.

PRECAUTIONARY MEASURES.

The experience that has been gained, at such a cost, has led to the adoption and thorough carrying out of precautionary measures in the way of drainage, ventilation and other hygienic conditions, which, it is to be hoped, will, so far as human prudence can avail, assure to the institution, in the future, that high sanitary condition which was enjoyed for a considerable period after it was removed to its present site, during which whole years sometimes passed without a single death among our pupils.

One of these precautions has been the appointment of a resident physician. The advantage of having constantly on the ground in a community of more than five hundred children, a man peculiarly vressed in sanitary science, led to the appointment of Dr. Samuel D. Brooks as resident physician and superintendent in charge of all the details which go to make up the physical well-being of the pupils. This appointment relieves the principal of much care and labor in respect to matters which did not appertain to his specialty, thus enabling him to give his attention more fully to those points which form the direct object of the institution, namely, the education of the pupils. Dr. Brooks entered on his duties here on the 29th of April last.

By this appointment, the educational and domestic departments have been placed under distinct heads, each acting independently in his own proper sphere, in subordination only, to the authority of the

board and its committees. It is a question for experience to decide, whether, under such an arrangement, there may be points of conflict that will disturb the harmonious working of the system. It is to be hoped that the consecration of each to his specialty, with such mutual kindness, sympathy and appreciative co-operation as the great and good work they are engaged in calls for, will inure to the best interests of the institution and to the good of the pupila. It will certainly bring to the benefit of each department a greater amount of special science, thought and labor.

OTHER DEATHS.

Five deaths occurring in the latter part of the last term, increase our rate of mortality for the year to about one in forty. Frederick Hammond, a little boy from Delaware county, died of pneumonia. Morrell N. Morse, the orphan son of a clergyman from Madison county, doubly afflicted in being nearly blind as well as deaf and dumb, was removed to a better world by an attack of typhoid pneumonia. Martha M. Winslow died of brain fever, and was buried in the institution lot in the Trinity cemetery, her parents living in a too inaccessible portion of the State to admit of her remains being carried home. The same disposition was made of the remains of Carrie Short, a friendless orphan from the poor-house of Steuben county, who died of consumption, esteemed, and regretted for her affectionate disposition.

The last case was the saddest of all. Wilfred Welch, a bright, intelligent, affectionate boy from Buffalo, the son of a prominent lawyer in that place, who died a few years since, and of a lady well known for active and intelligent benevolence, finding his time hanging heavily on his hands, on a Saturday afternoon in June, went down toward the dock of the institution, where a number of his school mates were enjoying the river scenery; trundling, as he went, a hoop which he had picked up. Intent upon his sport, he came suddenly upon the railroad, before he was aware of its proximity, at a moment when a train was sweeping round a curve as it emerged from a cut in the rocks. The monitor in charge of the crossing at the dock strove to warn him, but could not catch his eye; and then ran to pluck him from the track, but the iron monster rushed between them, and, striking little Wilfred on the head, hurled him a distance of several feet. Surgical aid was immediately summoned, but the case was beyond human skill.

The precautions taken to prevent accidents at the crossing having in this case proved so unexpectedly futile, it has been found necessary to restrict our pupils absolutely from ever passing certain bounds, which are always within the view of some of the officers of the institution, as the pleasure they would derive from being permitted to go nearer the river would be dearly bought at the risk of another such casualty as the one just mentioned.

The frequency of accidents to deaf-mute boys and men while walking on a railroad, amounting almost to a fatality, has given rise to repeated warnings to our pupils; but it is to be feared that the desire which they feel to do what others do, and their self-confidence, will, in the future, as in the past, lead them, when freed from the restraints of the school, to expose themselves to similar danger. I am not without hope, however, that a public sentiment may be inspired among them that will induce them, one and all, to abstain, for the sake of their example, if not out of considerations of personal safety, from so dangerous a practice. So fascinating to many deaf-mutes is this courting of peril, that there have actually been cases in which the same deaf-mute maimed by one accident, has been afterward killed by a second. It is worthy of remark that there is no case on record, so far as my knowledge extends, of a deaf-mute girl or woman being injured while walking on a railroad. Their greater caution secures to them this exemption.

TEACHERS—CHANGES.

There are twenty-nine teachers, the same number as last year. The death of Miss Cuddeback, and the resignation of Miss Mary Johnson, who has gone to assume a like situation in the State institution of Wisconsin, left two vacancies, which were filled by the appointment of Miss Luann C. Rice and Mr. Fort Lewis Seliney. The latter was the best graduate of the high class last June—a distinction which is considered as presenting a claim to the appointment of teacher, if there be a vacancy, and the other qualifications are of the right kind. Miss Rice, a hearing lady, had served as an assistant matron, and in that capacity had acquired skill in the manual alphabet and in the language of signs, and had also won the esteem of the principal and teachers by her intelligence, pleasing manners and moral worth.

In this connection, I have to record the retirement, on the first of September, of Mrs. Mary E. Totten, the principal assistant

matron, who was specially in charge of the girls. One of the first four pupils with whom the institution was opened in May, 1818, she was conspicuous in its early history; and her bright childhood is still remembered with interest, by some of the few persons in New York who can recall the events of fifty to fifty-three years ago. From being one of the pupils whose performances were the most effective in winning public interest and favor to the cause of deaf-mute instruction, she became a teacher; but the beautiful and intelligent Miss Rose, could not, more than her hearing sisters in like circumstances, be left to the quiet of an unpretending useful vocation. She was soon wooed and won (one of the earliest instances in our city of the marriage of a deaf-mute) by a hearing gentleman, also for some years, a teacher of deaf-mutes, and a nephew of the distinguished scholar and philanthropist, Samuel L. Mitchell LL.D. then president of the board of directors. As Mrs. Mitchell, she became, after the death of her husband, assistant matron of the institution, in which capacity she was for years signally useful. Forming a second union with one of the teachers, a deaf-mute gentleman, she changed her name again, and as Mrs. Totten, was successively assistant matron in the North Carolina, and matron in the Illinois institution, while her husband was teacher in the same institutions. Left a second time a widow, more than twenty years ago, she returned to visit her family connections in the east, and was soon after persuaded to resume her connection with this institution, at first as a teacher and afterward as assistant matron, in which capacity she gave us sixteen consecutive years of faithful and very efficient service. To the last she had a remarkable influence over the girls, whom she regarded as her children. Sympathizing with all their troubles, and ever alive to their best interests, she at the same time, set them a bright example of refinement, propriety and all the Christian virtues. The hundreds of our graduates who have known and loved her, will hardly recognize the institution as dissociated from Mrs. Totten, and the traditions of the past will preserve her memory in our silent community long after she has passed away. Those who ask what good the institution has accomplished, may well cite the example of this lovely intelligent and useful woman.

Exempt from every care, may her declining years be happy and contented, and her end peaceful.

The place thus left vacant has been supplied by the appointment

of Miss Prudence Lewis, from Chenango county, a graduate of the institution distinguished for intelligence and excellence of character.

THE CLERC MEMORIAL.

Two events of public interest in connection with the education of the deaf and dumb, have signalized the year.

One is the general effort made by the deaf-mutes of the country to co-operate in securing funds to erect a monument to the late Laurent Clerc, A. M., a deaf-mute gentleman of conspicuous ability, who not only illustrated, in his own person, the possibility of a deaf-mute's attaining a high degree of education, but was the means of introducing into this country, as the coadjutor of the late Thomas H. Gallaudet, LL. D., the French system of instructing the deaf and dumb.

To the feeling of gratitude they naturally possess, is added the sentiment of pride in one of their own number. A desire to aid in this work, found strong expression in the meetings of a literary society composed of the teachers and pupils of this institution, and known as the Fanwood Literary Association. At their request, I addressed the following letter to the parents of our pupils, and let them send it inclosed in letters of their own to their respective homes.

N. Y. INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB. }
NEW YORK, *April 25, 1871.* }

DEAR SIR.—The Fanwood Literary Association, which is composed of pupils and teachers connected with this institution, an association designed to promote the intellectual culture of its members and to foster those finer sentiments which spring from the combined exercise of head and heart, is anxious to raise a fund of five hundred dollars, to be applied to the erection of a monument to Laurent Clerc, the distinguished deaf-mute, who came to this country with Dr. Gallaudet in the year 1816, and illustrated and applied, in behalf of American deaf-mutes, the system of instruction which had been established in France, by the successive labors of De l'Epee and Sicard.

Mr. Clerc died on the 18th of July, 1869, in the eighty-fourth year of his age. He may be said to be the father of the sign language, so far as this country is concerned, and all our pupils feel that they owe to his memory a debt of gratitude.

They, therefore, ask their parents, through me, each to contribute a sum of money, which shall be entered in their respective names upon the subscription roll, which the association has ordered; especi-

ally as they have reason to believe that this work will be undertaken in the same spirit by all the deaf-mutes on this continent.

It is believed that there are some parents, who, in view of the benefits conferred on their children through the system of signs, will be glad to give somewhat liberally out of their abundance, while there are few who could not, without inconvenience, send a dollar for this purpose.

In reply to all letters from such parents, inclosing one dollar or upwards, I will return a printed receipt from Mr. Charles W. Van Tassell, the treasurer of the association, and see that their children receive the proper credit.

I should be glad to hear from you immediately on this subject.

Very truly yours,

ISAAC LEWIS PEET,

Principal.

The result was, that before the year closed the treasurer of the society had received \$528 for this praiseworthy object.

THE FOURTH BIENNIAL MEETING OF THE EMPIRE STATE ASSOCIATION OF DEAF-MUTES.

The other event was the fourth biennial meeting of a society composed of adult deaf-mutes residing in this State. It was held at Albany, and occupied the three days embraced by the 30th of August and the 1st of September. I attended the meeting and took part in its proceedings, in connection with Rev. Dr. Thomas Gallaudet, the rector of St. Ann's Church for Deaf-mutes, and Rev. Frank Clerc, son of the late Lanrent Clerc. It was a peculiar pleasure to meet the hundreds of graduates of this institution assembled on this occasion, all of them useful, law-abiding, law-sustaining citizens, doing well their part in life. By the kindness of the proper authorities, the use of the Assembly chamber had been accorded to them for their sessions, and the sympathies of prominent State officials were shown in a peculiarly happy and appropriate address of welcome from Governor Hoffman, and in stirring words of cheer from Hon. A. P. Nichols, the Comptroller. The remarks of these gentleman were interpreted in signs as they were uttered, and were responded to by the deaf-mute assembly with the most evident marks of appreciation.

The exercises of the first two days embraced an oration by Mr. Alphonzo Johnson, one of the deaf-mute gentlemen engaged as

teacher in this institution, and a lecture by Mr. J. Burton Hotchkiss, of the College for Deaf-mutes in Washington, debates on resolutions introduced, impromptu addresses in the language of signs, and the election of officers for the coming two years. The last day was occupied by the proceedings of a very interesting meeting of deaf-mute delegates from different States, to organize a plan for co-operation in the erection of the Clerc monument, and resulted in the appointment of a national committee. A very interesting service was conducted in behalf of the deaf-mutes by Rev. Dr. Gallaudet in St. Paul's church, on the evening of the 30th.

If anything had been needed to increase my interest in a cause which has occupied all my thoughts and attention for upward of a quarter of a century, I should have found it here. The intelligence, common sense, good feeling, tact and acuteness which were displayed, and which would have done credit to an assembly of those that hear and speak, gave peculiar point to the reflection that these minds had been quickened into activity and developed into wholesome exercise by the direct influence of this institution.

STATE POLICY.

The provision made by the great State of New York for the education of its deaf-mute children, I am happy to say, is now ample; in no other State, probably, is it more so. For many years this provision was restricted to a certain number; applicants in excess of that number, however worthy, being left to wait for an opportunity, which, for many of them, never came or came too late. This unjust restriction was long since removed, through the representations of my immediate predecessor; and now, if any deaf-mute child in this State, of proper age and capacity, remains uneducated, it is the fault solely of his natural guardians. And it is a just cause for State pride that the term of instruction allowed is at last as adequate to the object as it could well be made. Fifty years ago, when the subject of deaf-mute education was new, three years was all the time that was allowed for one of the most difficult achievements of science—that of remedying a misfortune which, for untold centuries, had been held to place its subject beyond the hope of intellectual cultivation. Gradually, by a year at a time, was this insufficient term extended, till, a few years since, it reached the limit of eight years for State pupils. When this term is preceded, as is generally now the case, by two or three years as a county pupil, deaf-mutes have nearly as much

school time accorded to them as have their more favored brothers and sisters who hear.

The establishment, about twenty years since, of the high class, in which the more gifted and diligent of our pupils have the opportunity of pursuing higher studies, and of thus qualifying them for teaching and other employments requiring a superior education, was the capital that crowned the column.

Within a year or two, the aid of the State has been extended to two other schools for deaf-mutes—one in this city, which makes a specialty of teaching articulation, and one in Buffalo under Roman Catholic auspices. I am happy to say there is entire harmony and cordial good will between the three schools. Parents are wisely allowed by the State to consult their individual preferences, and in some special cases, changes have, with the full consent of all parties, been made from one school to another. While this institution maintains its old prestige and keeps up its large number of pupils, we see the other two rapidly increasing, and know that their increase is a proof of awakened appreciation, on the part of the community, of the great importance of educating the deaf and dumb. Between these schools there naturally exists a generous rivalry which will be beneficial, and in the case of the two in this city, the difference in their systems will give opportunity for the settlement of problems of great practical interest and importance in this branch of education.

While this institution gives to all its pupils the opportunity of learning articulation and lip reading, as useful auxiliaries to their intercourse with society, it refuses to make this uncertain mode of communication the basis of its system except in the case of semi-mutes, and a very few rarely gifted deaf-mutes. This plan was decided on after the most careful and thorough examination, by observers of rare capacity and fidelity, of the results of the two systems of instruction by signs and by articulation, and is in conformity with the practice which now prevails to a very general extent on the continent of Europe, whereby the hitherto conflicting systems have been harmonized under what is there known as the combined system.

It is but just to add in this connection, that by the continued employment of Prof. Engelsman, who eight years since introduced into this country the German system of teaching articulation, and who is believed to be its most experienced exponent on this side of the Atlantic, the directors of this institution offer the surest guarantee of their determination to place this important branch of deaf-

mute education, upon a foundation which shall secure to the pupils the highest benefits it can confer.

We await the result of the experiment now making in the articulating school in this city, confident, indeed, that for the great majority of deaf-mutes, our own system will produce the most valuable fruits, but willing to be convinced by the irrefragable argument of facts.

It has been mentioned that the school for deaf-mutes at Buffalo, is under Roman Catholic auspices. To this we do not object, as we are glad that parents of deaf-mute children should have the opportunity of consulting their own preferences, both in respect to system and to religious influences. But it should be observed that there is nothing sectarian in the religious instruction which forms an important part of our system. We confine ourselves to those great fundamental truths in which all Christians agree, thus laying a foundation on which parents and pastors can work, and without which they could not rationally expect to erect the edifice of an intelligent Christian faith.

RESULTS.

For the results of the year in the department of instruction, I refer you to the report of the committee which was charged with making the usual annual examination of the classes in June last. As, in my official capacity, as the head of this department, it is my duty to make examinations from time to time, to test the progress of the different classes, and to give the aid of my experience and study to the teachers in suggesting improvements in their methods of instruction, it seems proper I should also report my observations as to the progress made; and it gives me much pleasure to be able to say that our teachers have displayed ability, assiduity and enthusiasm, and that the greater number of our pupils have been attentive and diligent and have made a good use of their opportunities. In reading the letters of the different classes, I have noticed marked improvement in the use of our difficult and idiomatic language, as well as in the appropriateness of the sentiments expressed. In other studies the advance has been steady toward that point usually designated as a good English education; the ability to read books and newspapers with pleasure and profit; to enjoy social intercourse; to transact business intelligently by means of writing, and to make their own calculations and keep their own accounts.

Our high class, and especially that portion of it designated as the supplemental class, aims at still more than this. The members of

the latter follow a course that may be designated as collegiate, extended according to the capacity and the opportunities of the individual, into the domains of science, literature and the languages.

Professors Cooke, Syle, Jenkins, F. D. Clarke W. E. Clarke and Burnet, continue to hold the same relations to the last named division of the high class that they did last year, the time they devote to it being added to the regular hours they spend daily in the instruction of the classes specially assigned to them.

While this class is of peculiar importance as a nursery of teachers, it also trains deaf-mutes for other callings, for which a superior education is a requisite. Some of its former members are clerks in public offices, regarded as reliable and accurate in the discharge of their duties. Others render valuable assistance to their parents in matters of business. A few have obtained positions of trust in mercantile and manufacturing establishments. Others still, have, by the increased mechanical skill which, other things being equal, always results from increased intellectual activity, attained to positions as artizans considerably superior to what they would have attained if their education had not been carried so far. One of the young men who graduated in 1870 has earned \$1,200, as a cabinet maker during the year that has since elapsed.

One of the present members of the high class has made remarkable progress in chemistry and has paid such attention to its practical applications that he will be able to earn an independent support thereby. He is already a good photographer and can operate the magnetic telegraph with a considerable degree of skill. I was asked in a letter received a short time since from one of our graduates, for some instruction as to the art of telegraphing, and for an expression of opinion as to the possibility of a deaf-mute's becoming a practical operator. I immediately handed the letter to him and asked him to write something for me to inclose in my answer. Without hesitation he dashed off a reply which *verbatim et literatim*, without correction, written as it was without opportunity to consult authorities, I offer in an appendix. This young man became deaf at the age of two years and when he entered the institution did not know a word of any language. He has been in all nine years under instruction.

The arts of design would offer an inviting field for gifted mutes, and I would here repeat the hope heretofore often expressed, that the time may come when the exigencies of the institution will not

prevent the resumption of special instruction to our pupils in this direction. I recall the names of three graduates of the high class who became very good wood engravers, and of two who have received high encomiums as artists, the one being a portrait painter and the other a landscape painter.

There is no reason why well educated deaf-mutes should not become good practical surveyors. Some of the members of the supplemental class have already progressed so far in the mathematics that it is proposed to initiate them, during the coming year, into the theory and practice of this respectable pursuit.

Aside, however, from the mere question of position or support, the literary and scientific culture of the high class will be invaluable to all who profit by it, since it will place within their reach those intellectual and social pleasures of a higher kind that will greatly lessen the temptation to mere animal enjoyment.

The institution enters on its new year under very favorable circumstances; with a fine building, spacious, comfortable and admirably arranged; with the best books and good apparatus; with a system that has stood the test of time and produced results not yet surpassed; with a corps of enthusiastic and well trained teachers, and with a determination on the part of all connected with it to labor in concert and put forth all their energies to promote the progress of each individual and the perfection of the theory and practice of instruction.

Respectfully submitted.

ISAAC LEWIS PEET,

Principal.

NEW YORK INSTITUTION FOR THE INSTRUCTION {
OF THE DEAF AND DUMB, *October 1, 1871.* }

LIST OF PUPILS

In the New York Institution for the Instruction of the Deaf and Dumb, September 30th, 1871.

MALES—RESIDENCE.

Name.	Town.	County.
Adkins, Chas. Aug.	New York	New York.
Adner, Frederick	Antwerp	Jefferson.
Andrews, Albert J.	Raleigh	Wake, N. C.
Austin, Eli.	Elmira.	Chemung.
Ayres, Charles A.	New York	New York.
Balsam, Ernest	New York	New York.
Ball, Hiram L.	Cicero	Onondaga.
Ballin, Albert	New York	New York.
Barry, Edmund.	New York	New York.
Barton, Clarence E.	New Rochelle.	Westchester.
Bauer, Thomas	New York	New York.
Baxter, Charles H.	Avoca	Stenben.
Baylor, Jesse.	Washington	Warren, N. J.
Becket, William H.	Brooklyn	Kings.
Bednartz, Henry	New York	New York.
Bell, Milton.	Hackettstown.	Warren, N. J.
Benson, William K.	Hume	Allegany.
Bentley, Thomas	New York	New York.
Bessac, John.	Hudson	Columbia.
Blackburn, Charles.	Gouverneur	St. Lawrence.
Blanchard, Isaac A.	Charlestown	Essex, Mass.
Blood, William H.	Elmira.	Chemung.
Bodine, Charles V.	Wallkill	Orange.
Bond, William A.	Brooklyn	Kings.
Bonney, Albert F.	Hamilton	Madison.
Boyce, Holmes Wesley	Matteawan	Monmouth, N. J.
Brennan, John	New York	New York.
Brennan, Patrick	New York	New York.
Brewer, Samuel E.	New York	New York.
Brown, Martin	New York	New York.
Brown, Nye.	Clay.	Onondaga.
Brown, Fred. T.	Brooklyn	Kings.

Name.	Town.	County.
Brown, Ellsworth A.	Kirkland	Oneida.
Buck, Martin D.	Java	Wyoming.
Burns, James.	Brooklyn	Kings.
Burns, Charles.	Brooklyn	Kings.
Burrucker, George.	New York	New York.
Butler, John R.	New York	New York.
Cain, John	Utica	Oneida.
Carmichael, Wilson	Stuyvesant	Columbia.
Card, Charles E.	Lebanon	Madison.
Canlon, John.	Havana	Schuyler.
Carroll, William.	New York	New York.
Cary, Ebenezer	Italy	Yates.
Carruthers, James.	Waddington	St. Lawrence.
Caton, James H.	Highland	Ulster.
Cheeseman, Marsena E.	Sardinia	Erie.
Childs, Waldo C.	Albany	Albany.
Clackett, Henry M.	Brooklyn	Kings.
Clair, Melvin E.	Andover	Allegany.
Clough, Frederick	Seneca	Ontario.
Clark, Bernard	New York	New York.
Cogswell, Marion	Marion	Wayne.
Coleman, William.	Niagara	Niagara.
Connor, George.	St. Johnsville....	Montgomery.
Cooper, Charles.	Rochester	Monroe.
Cooper, James H.	Pulaski	Oswego.
Cottman, John C.	New York	New York.
Counihen, Michael	New York	New York.
Craven, Charles	Buffalo	Erie.
Crorken, Francis	Brooklyn	Kings.
Cruikshank, Geo. W.	New York	New York.
Cunningham, John.	New York	New York.
Davis, Daniel J.	Milton	Ulster.
Davis, Ellsworth.	Marlborough	Ulster.
Davit, Henry.	Kingston.	Ulster.
Davoue, Henry Scott.	New York	New York.
Decker, George Henry.	Red Hook.	Dutchess.
Delong, George N.	Parishville	St. Lawrence.
Delory, Cornelius.	New York	New York.
Dempsey, Farrell	Albany	Albany.
Devoe, Albert A.	New York	New York.

Name.	Town.	County.
Dezendorf, Alexander	Brooklyn.....	Kings.
Dinehart, Zaccheus.....	Amboy	Oswego.
Doane, Charles Sumner.....	Scottsville	Monroe.
Doane, James Barclay.....	Scottsville	Monroe.
Dobbs, John Henry	Cornwall	Orange.
Dodge, Albert A.....	Buffalo	Erie.
Doenges, Frederick	Mount Vernon...	Westchester.
Donelly, Joseph B	New York	New York.
Donelly, John F.....	New York	New York.
Donohue, James P	New York	New York.
Doran, James E.....	Syracuse	Onondaga.
Douglas, Ranald.....	New York	New York.
Dovale, Josias M.....	Curacoa.....	West Indies.
Drennan, Richard.....	New York	New York.
Dunlap, Edward.....	Brooklyn.....	Kings.
Dunn, Ulysses Grant	Clayville	Oneida.
Eckhard, George F.....	Utica	Oneida.
Eddy, Jonathan H.....	Harmony	Chautauqua.
Edmonston, Charles.....	Cornwall	Orange.
Eckert, Frederick.....	New York	New York.
Ehle, Eugene.....	Minden	Montgomery.
Eckhardt, Adolphus.....	New York	New York.
Eltrich, William	New York	New York.
Emmons, Alfred	New York	New York.
Emmons, William A	Millstone	Somerset, N. J.
Farley, George	New York	New York.
Field, Stephen P.....	Fabius	Onondaga.
Fogerty, Sylvester	Flushing	Queens.
Forthman, William.....	New York	New York.
Fox, David.....	New York	New York.
Friend, Julius.....	New York	New York.
Frigheit, Lewis.....	Le Roy	Genesee.
Frey, Henry	New York	New York.
Frost, Edwin F.....	Brooklyn	Kings.
Fry, William De Groot.....	Brooklyn	Kings.
Gallagher, Thomas.....	Jersey City.....	Hudson, N. J.
Getsinger, Taylor J.....	Buffalo.....	Erie.
Gibbs, Willie S.....	Sodus	Wayne.
Gillet, Lyman Otis.....	Lafargeville.....	Jefferson.
Godfrey, Thomas	Brooklyn	Kings.

Name.	Town.	County.
Goodison, Thomas	Sweden	Monroe.
Gordon, Washington A. . . .	Brookhaven.....	Suffolk.
Goldvogel, Alexander	New York	New York.
Goodell, Ransom A	Grass Lake	Jackson, Mich.
Gough, Patrick.....	Riga	Monroe.
Griffin, Fred	Schrœppel'	Oswego.
Graham, Charles E.....	De Ruyter.....	Madison.
Gross, Geo. Washington	Clarkstown ,.....	Rockland.
Grubear, George.....	Brooklyn	Kings.
Guggenheimer, Albert.....	New York	New York.
Hadden, Henry.....	New York	New York.
Hahn, Maximillian.....	Rome	Oneida.
Hall, Joseph H.....	New York.....	New York.
Hallicy, Edward J.	Flushing	Queens.
Hankinson, Adolphus	Freehold	Monmouth, N. J.
Hanneman, Morris.....	New York	New York.
Hanneman, Julius	New York	New York.
Harrison, John	Brooklyn.....	Kings.
Hawler, Charles	Wyoming	Wyoming.
Hayes, James	New York.....	New York.
Head, Wilson M.....	Madison.....	Madison.
Hebing, William	Rochester	Monroe.
Heller, Edwin D.....	Musconetcong....	Hunterdon, N. J.
Heller, Henry A.....	Musconetcong....	Hunterdon, N. J.
Henry, David T.	Lebanon	Hunterdon, N. J.
Herbst, Valentine	New York.....	New York.
Herman, John	Hume	Allegany.
Herrick, Richard	Farmersville	Cattaraugus.
Heslin, Lawrence F.....	Brooklyn.....	Kings.
Heydon, Thomas M.	New York.....	New York.
Hogan, James, Jr.	New York.....	New York.
Hogan, John	New York.....	New York.
Hoffman, Frederick.....	New York.....	New York.
Holland, Thomas	New York.....	New York.
Horle, Francis	New York.....	New York.
Hotaling, Oscar N.....	New Scotland....	Albany.
Hotchkin, Oscar	Rockland.....	Sullivan.
Howard, Sydney H.....	Aurora.....	Erie.
Howell, Wallace F.	Brookhaven	Suffolk.
Howell, William L.....	Brookhaven	Suffolk.

Name.	Town.	County.
Hunt, George Selden.....	New York.....	New York.
Hunt, John S.....	Wawayanda.....	Orange.
Hyland, Matthias.....	Brooklyn.....	Kings.
Innis, Edward.....	New York.....	New York.
Innis, William.....	New York.....	New York.
Irwin, Matthew J.....	Wawarsing.....	Ulster.
Jackson, William.....	New York.....	New York.
Johnston, William F.....	Richmond.....	Virginia.
Jones, James.....	Seneca Falls.....	Seneca.
Jones, Park Stewart.....	Addison.....	Steuben.
Jones, William G.....	New York.....	New York.
Kane, James.....	Amboy.....	Middlesex, N. J.
Kelder, Eli.....	Wawarsing.....	Ulster.
Kennedy, John.....	Macedon.....	Wayne.
Ketcham, Elbert C.....	Huntington.....	Suffolk.
King, Fred. H.....	Elmira.....	Chemung.
Kinney, Webster.....	Wright.....	Schoharie.
Kinsella, Richard A.....	New York.....	New York.
Klingman, Francis.....	New York.....	New York.
Knowlton, John J. M.....	New York.....	New York.
Koffman, Abey.....	New York.....	New York.
Koffman, Lewis.....	New York.....	New York.
Koffman, Samuel.....	New York.....	New York.
Koller, Karl G. F.....	New York.....	New York.
Kowald, August.....	Buffalo.....	Erie.
Kriebal, George.....	Utica.....	Oneida.
Lang, Julius F.....	New York.....	New York.
Lawlor, Joseph.....	Greenbush.....	Rensselaer.
Lawton, Charles.....	Great Valley.....	Cattaraugus.
Lawton, Charles W.....	West Hoosick.....	Rensselaer.
Leonard, John Henry.....	New York.....	New York.
Lesch, John.....	Dunkirk.....	Chautauqua.
Letts, Charles.....	Salina.....	Onondaga.
Lever, Joseph Daniel.....	Ilion.....	Herkimer.
Leviness, George E.....	Pelham.....	Westchester.
Lounsbury, John A.....	West Farms.....	Westchester.
Lyons, Lewis F.....	New York.....	New York.
Mages, John.....	New York.....	New York.
Magill, William B.....	New York.....	New York.
Maher, James.....	N. Hamton Junc.	Hunterdon, N. J.

Name.	Town.	County.
Mahoney, Daniel	New York.....	New York.
Mahrlein, Theodore	New York.....	New York.
Maerhofer, Julius B.	New York.....	New York.
Malkmeers, Charles.....	New York.....	New York.
Maloney, John	New York.....	New York.
Manahan, John	Syracuse	Onondaga.
Mann, Chester Q.....	New York.....	New York.
Matteson, John F.	Farnham	Erie.
Mathers, George S.....	New York.....	New York.
Matthews, Eugene	New York.....	New York.
McBride, Daniel.....	Brooklyn.....	Kings.
McCaffrey, Michael	Brooklyn.....	Kings.
McClelland, S. W.	New York.....	New York.
McCormick, Martin	New York.....	New York.
McFaul, Michael.....	New York.....	New York.
McGann, Edward.....	New York.....	New York.
McGrath, Roger	Ridgeway	Orleans.
McGrath, James A.....	Liberty	Sullivan.
McLaughlin, John	Brooklyn.....	Kings.
Milbier, Adam	Syracuse	Onondaga.
Miller, Henry	West Gilboa.....	Schoharie.
Mitchell, Homer.....	Summit	Schoharie.
Morgan, George C.....	Hartland.....	Niagara.
Mornhinway, John R.....	Mount Vernon... ..	Westchester.
Mullen, Thomas	Hudson	Columbia.
Munger, Roscoe S	Salisbury.....	Herkimer.
Murphy, John M.....	New York.....	New York.
Myers, William.....	Gouverneur	St. Lawrence.
Nash, James	Lenox	Madison
Neiser, August	New York.....	New York.
Newby, John A.....	Greenport	Suffolk.
Newkirk, Spencer.....	Goshen	Orange.
Newton, Charles.....	Owego	Tioga.
Noble, Gifford J.....	Clinton.....	Dutchess.
O'Brien, Charles.....	New York.....	New York.
O'Neil, James.....	Whitehall	Washington.
Oney, David M.....	Brooklyn.....	Kings.
Ormsby, Edward A.....	East Chester.....	Westchester.
Palin, Edwin.....	Brooklyn.....	Kings.
Palmer, Wilbur	Chateaugay	Franklin.

Name.	Town.	County.
Penrose, Joseph H.	Paterson	Passaic, N. J.
Pettit, James	New York.	New York.
Pezara, George	New York.....	New York.
Piano, George, Jr.....	West Point.....	Orange.
Pierce, James O.....	Malone.....	Orange.
Powell, Henry K	New York.....	New York.
Quick, Frank B	Melrose	Westchester.
Quinn, Thomas. .:.....	New York.....	New York.
Rapp, John.....	New York.....	New York.
Rascol, Emanuel.....	New York.....	New York.
Reibentantz, Jacob.....	Brooklyn.....	Kings.
Reilley, Wm. J.....	New York.....	New York.
Reynolds, George L.....	New York.....	New York.
Risley, Charles E	Hamilton	Madison.
Robinson, Francis E.....	Connewango	Cattaraugus.
Schenck, Walter.....	Flushing	Kings.
Schloss, Solomon.....	New York.....	New York.
Scott, Wm. Henry	New York.....	New York.
Schouten, George William..	Hannibal.....	Oswego.
Shannon, William.....	Watervliet	Albany.
Shants, John E.....	Sand Lake.....	Rensselaer.
Sharts, Herman H.....	Athens.....	Greene.
Shattuck, Charlie .:.....	Cohocton.....	Stenben.
Shaw, Edwin.....	Sodus	Wayne.
Shell, Menzo	Wright	Schoharie.
Shelton James D	New York.....	New York.
Shenney, Michael.....	Hudson	Hudson, N. J.
Sherbert, Franklin	Brighton	Monroe.
Sherwood, Richard C.....	Albany	Albany.
Shughrue, Cornelius.....	New York.....	New York.
Siegmán, Jacob J.....	Rome.....	Oneida.
Sinclair, Stephen.....	New York	New York.
Singer, Eugene Henri	New York	New York.
Slattery, John	Ballston	Saratoga.
Slatery, William.....	New York	New York.
Sloat, Stephen F.....	Wallkill	Orange.
Smith, Henry	Brooklyn.....	Kings.
Smith, Chas. A.....	Troy	Rensselaer.
Smith, Elmer E.....	French Creek....	Chautauqua.
Smith, Geo. W	Ossian	Livingston.

Name.	Town.	County.
Smith, John.....	Stapleton.....	Richmond.
Smith, John R.....	New York.....	New York.
Smith, Patrick.....	Stapleton.....	Richmond.
Smith, Russell.....	Reading.....	Schuyler.
Spencer, Harvey D.....	Peterboro.....	Madison.
Stafford, Willie.....	Troy.....	Rensselaer.
Stearns, Willie A.....	Orwell.....	Oswego.
Stengele, Henry.....	New York.....	New York.
Stewart, Thos. R.....	Newark.....	Essex, N. J.
Stilwell, Wilbur D.....	New York.....	New York.
Stocking, Charles E.....	Castile.....	Wyoming.
Storms, William.....	Brooklyn.....	Kings.
Stowell, Charles.....	Buffalo.....	Erie.
Streiner, Frederick.....	Brooklyn.....	Kings.
Sullivan, Dennis.....	Haverstraw.....	Rockland.
Sullivan, Michael.....	Newburgh.....	Orange.
Tatro, Rodger.....	Cohoes.....	Albany.
Taylor, Clarence E.....	Pitcher.....	Chenango.
Taylor, Guerdon B.....	Yates.....	Orleans.
Thompson, Frank B.....	Boundbrook.....	Somerset, N. J.
Thomas, Arthur L.....	Catskill.....	Greene.
Tillman, Fred.....	New York.....	New York.
Tullock, Allen.....	Duanesburgh.....	Schenectady.
Turo, Charles.....	West Monroe.....	Oswego.
Upham, Chas. O.....	Watertown.....	Jefferson.
Van Ness, Geo. H. W.....	Newark.....	Essex, N. J.
Van Nort, John.....	Islip.....	Suffolk.
Van Orden, John.....	Paterson.....	Passaic, N. J.
Van Wyck, Abraham.....	Stephentown.....	Rensselaer.
Vick, Charles.....	Brooklyn.....	Kings.
Volker, Augustus E.....	Buffalo.....	Erie.
Voorhees, Lewis T.....	Brooklyn.....	Kings.
Vroman, Eugene.....	Middleburgh.....	Scholarie.
Wake, Estlie E.....	Sodus.....	Wayne.
Walker, William.....	Elmira.....	Chemung.
Walters, George.....	New York.....	New York.
Warne, John B.....	Broadway.....	Warren, N. J.
Watts, Wm. A.....	Coxsackie.....	Greene.
Webster, Clarence E.....	Buffalo.....	Erie.
Welch, Richard.....	Syracuse.....	Onondaga.

Name.	Town.	County.
Welsh, John	Waterford.....	Saratoga.
West, Eugene.....	Springwater	Livingston.
Whalen, Michael	China	Wyoming.
Wheeler, Jas. C.....	New York	New York.
White, Wm. A	Brooklyn.....	Kings.
Whittle, Frank	Hoosick.....	Rensselaer.
Wilkin, Julius.....	Flushing	Queens.
Willets, Wm. H.	N. Hempstead ...	Queens.
Willets, David	N. Hempstead ...	Queens.
Witschief, Geo. H.....	New York	New York.
Woolever, Orville F.....	Hounsfield	Jefferson.

FEMALES — RESIDENCE.

Bamberger, Caroline	New York	New York.
Barker, Linda F	Southport	Chenango.
Barry, Elizabeth A	Palmyra	Wayne.
Barry, Maggie T.....	Palmyra	Wayne.
Batz, Eva.....	New York	New York.
Baner, Margaretta.....	New York	New York.
Bennett, Margaret Thom ...	Geneva	Ontario.
Berley, Augusta	New York	New York.
Bins, Catharine.....	Schoharie	Schoharie.
Bogert, Cornelia.....	Cape Vincent....	Jefferson.
Bonnell, Ella M.....	Oswego	Oswego.
Boughton, Jane.....	New York	New York.
Bousfield, Eleanor H ...	Newark	Essex, N. J.
Brearley, Ellen J	Trenton	Mercer, N. J.
Brown, Ellen	New York	New York.
Brown, Martha A.....	Kirkland.....	Oneida.
Burrell, Ida W	New York	New York.
Caffrey, Delia	New York	New York.
Calhoun, Eliza	New York	New York.
Cannon, Ella.....	New York	New York.
Clackett, Eliza A	Brooklyn	Kings.
Clum, Louisa.....	Ghent	Columbia.
Conklin, Ann	Yorktown	Westchester.
Conner, Hannah M	New York	New York.
Conover, Isabella	New Brunswick .	Middlesex, N. J.
Conover, Lydia.....	New Brunswick .	Middlesex, N. J.
Cooper, Elizabeth.....	Pulaski	Oswego.

Name.	Town.	County.
Croak, Maria.....	Watervliet	Albany.
Crowley, Margaret.....	New York	New York.
Cummins, Viola	Vienna	Warren, N. J.
Dates, Nellie.....	Hector	Schuyler.
Davis, Eva Adeline	Tompkins	Delaware.
Davis, Laura.....	Elmira.....	Chemung.
Decker, Georgie	Montgomery	Orange.
De Willeger, Isabella	New York	New York.
Dezendorf, Emily L.....	Brooklyn	Kings.
Dickinson, Alice M	Ellisburgh	Jefferson.
Dicks, Sarah L.....	Monsey	Rockland.
Doenges, Frederika	Mount Vernon...	Westchester.
Douer, Christina.....	New York	New York.
Dowen, Mary A.....	Castleton	Richmond.
Dugan, Mary A.....	New York	New York.
Dulong, Elizabeth	Elizabeth City ...	Union, N. J.
Eckert, Sarah L.....	New York	New York.
Edmonston, Sarah S.....	Cornwall	Orange.
Emanuel, Sarah F.....	Brooklyn	Kings.
Engel, Elizabeth.....	New York	New York.
Evans, Mary	Elmira.....	Chemung.
Faragher, Isabella.....	Rochester	Monroe.
Finn, Eliza Jane.....	Orange	Essex, N. J.
Finn, Sarah	Orange	Essex, N. J.
Finn, Mary	Orange	Essex, N. J.
Fisher, Sarah B.....	Dunkirk	Chautauqua.
Flannery, Margaret J	New York	New York.
Freeman, Matilda J	Burlington	Burlington, N. J.
Freyberg, Lena	Poughkeepsie....	Dutchess.
Fuller, Laura M ...	Pomfret	Chautauqua.
Gesberger, Lena	New York	New York.
Glockman, Augusta	New York	New York.
Gloyne, Mary	New York	New York.
Good, Margaret.....	New York	New York.
Goodman, Josephine	De Wittville....	Chautauqua.
Gould, Annie L	Troy	Rensselaer.
Graves, Matilda J.....	Gouverneur	St. Lawrence.
Gray, Leonora C	New York	New York.
Gregg, Sarah M	Castile	Wyoming.
Guillan, Olive C.....	Brooklyn.....	Kings.

Name.	Town.	County.
Gunning, Caroline.....	Brooklyn.....	Kings.
Gutzel, Adeline M.	New York.....	New York.
Hagadorn, Caroline V.	Brooklyn.....	Kings.
Hagadorn, Mary E.	Bath	Steuben.
Hallock, Elizabeth M.	Durham	Greene.
Harrigan, Mary A.	Northampton	Fulton.
Hastings, Grace Hall.....	Buffalo.....	Erie.
Hazard, Mary Martha	Buffalo.....	Erie.
Heaton, Catharine A.	German Flats	Herkimer.
Henry, Hanatha	Cochecton'.....	Sullivan.
Herbst, Elizabeth.....	New York.....	New York.
Higgins, Julia M.....	Brooklyn.....	Kings.
Highfield, Margaret A.....	Brooklyn.....	Kings.
Hildreth, Adeline R.....	Sag Harbor.....	Suffolk.
Hodder, Elizabeth A.	Johnstown	Fulton.
Hofman, Mary	Ramapo.....	Rockland.
Holly, Mary C.....	Middletown	Orange.
Horton, Eva	Wallkill.....	Orange.
Houghtaling, Margaret A...	Albany	Albany.
Hull, Elizabeth J.....	Minisink	Orange.
Hults, Caroline.....	South Brunswick.	Middlesex, N. J.
Ives, Helen M.	Troy.....	Rensselaer.
Jacobs, Ella J.....	Huntington	Suffolk.
Johnson, Dora	Lodi.....	Seneca.
Jones, Florence H.....	New York.....	New York.
Jordan, Emma	Champlain	Clinton.
Kalaher, Bridget	New York.....	New York.
Kelley, Rosanna.....	Brooklyn.....	Kings.
Kennedy, Ann	Macedon	Wayne.
Kennedy, Julia.....	Macedon	Wayne.
Kennedy, Letitia	Macedon	Wayne.
Kenney, Mary A	New York.....	New York.
Kentfield, Emma E.....	Gouverneur	St. Lawrence.
Kessler, Josephine	Brooklyn.....	Kings.
Kevitt, Hannah	Passaic	Passaic, N. J.
King, Mary E.	Albany	Albany.
Kinney, Catharine M.....	Wright	Schoharie.
Klune, Adelaide M.....	New York.....	New York.
Kneer, Maria.....	New York.....	New York.
Knifley, Johanna	Glenville	Schenectady.

Name.	Town.	Cou ty.
Lawton, Cornelia	Great Valley	Cattaraugus.
Leach, Jane P.	New York.	New York.
Leghorn, Isabella	Newburgh.	Orange.
Lewis, Ann E.	Syracuse	Onondaga.
Lighthart, Alice M.	Canastota	Madison.
Ludwig, Emilia.	New York.	New York.
Mahoney, Margaret	New York.	New York.
Maulick, Louisa R.	New York.	New York.
Mather, Clara B.	Utica	Oneida.
Maxwell, Martha	Troy	Rensselaer.
McClurg, Edna	Richmond	Ontario.
McCue, Bridget	New York.	New York.
McCue, Harriet	Alexandria	Jefferson.
McIlvaine, Rachel	New York.	New York.
McKeough, Margaret.	Mooers.	Clinton.
Miller, Alice L.	Manlius	Onondaga.
Moore, Isabella C.	New York.	New York.
Mountain, Eliza	Brooklyn	Kings.
Munch, Frederika	Brooklyn	Kings.
Murphy, Elizabeth	New York.	New York.
Myers, Jane	Gouverneur	St. Lawrence.
Nady, Lucy	Indian Reservation	Onondaga.
Nelson, Olive M.	Bombay	Franklin.
Niver, Mary E.	Fishkill	Dutchess.
Noble, Elizabeth	New York.	New York.
Noe, Sarah Jane.	Rahway	Middlesex, N. J.
Odell, Lueka.	New York.	New York.
O'Hare, Alice.	New York.	New York.
Palmatier, Mary E.	White Plains	Westchester.
Peabody, Mary D.	Brooklyn.	Kings.
Pearl, Mary C.	Nashville.	Tennessee.
Penrose, Elizabeth	Paterson	Passaic, N. J.
Pepper, Mary	North Hudson. .	Essex.
Peterson, Bertha.	New York.	New York.
Pfiester, Pia	New York.	New York.
Pickard, Alvira.	Ellery.	Chautauqua.
Post, Clara.	Passaic	Passaic, N. J.
Price, Honora.	Port Richmond ..	Richmond.
Quinn, Margaret.	Brooklyn.	Kings.
Rahm, Emma	New York.	New York.

Name.	Town.	County.
Randall, Ella J.....	Amherst	Erie.
Ray, Martha J.....	New York.....	New York.
Reed, Emma Vedmore.....	Stapleton.....	Richmond.
Reid, Cornelia A.....	Key West.....	Florida.
Reilley, Mary A.....	Montgomery.....	Orange.
Reycraft, Avis.....	Brooklyn.....	Kings.
Rhinehart, Mary E.....	Syracuse	Onondaga.
Ries, Amelia.....	New York.....	New York.
Rodgers, Kate.....	New York.....	New York.
Roe, Harriet J	Wawayanda	Orange.
Rogers, Mary A	New York.....	New York.
Rosch, Clara E.....	Brooklyn.....	Kings.
Rose, Elnora.....	Lloyd.....	Ulster.
Sands, Ida	New York.....	New York.
Sayles, Amanda.....	Pharsalia.....	Chenango.
Schafer, Barbara.....	Mount Vernon...	Westchester.
Schanck, Mary A.....	Freehold	Monmouth, N. J.
Searle, Charlotte.....	Williamsburgh...	Kings.
Seaton, Matilda.....	Clay.....	Onondaga.
Seaver, Annette.....	Buffalo	Erie.
Shute, Kate C.....	Brooklyn.....	Kings.
Sitterly, Winnifred.....	Guilderland	Albany.
Skelly, Mary	Brooklyn.....	Kings.
Skye, Isabella	West Eaton.....	Madison.
Smith, Julia.....	Buffalo.....	Erie.
Smith, Margaret E.....	Reading.....	Schuyler.
Spencer, Emma V.....	New York.....	New York.
Sprague, Ella	New York.....	New York.
Stein, Sarah	New York.....	New York.
Stephens, Florence Allena...	Bloomingburgh ..	Sullivan.
Stevens, Cynthia.....	Hannibal.....	Oswego.
Stiles, Peninah A.....	Binghamton	Broome.
Streiner, Catharine.....	Brooklyn.....	Kings.
Stuart, Isabella.....	New York.....	New York.
Stubner, Frances.....	New York.....	New York.
Sturmwald, Sarah.....	New York.....	New York.
Sullivan, Eva E	Richmond	Ontario.
Swertman, Christina	Brooklyn.....	Kings.
Taylor, Alice.....	Brooklyn.....	Kings.
Taylor, Elizabeth.....	Chestertown	Warren.

Name.	Town.	County.
West, Hiram, Jr.	Fulton	Schoharie.
Witbeck, James M.	Troy	Rensselaer.

FEMALES—RESIDENCE.

Barnett, Mary H	Union	Union, N. J.
Bartholf, Henrietta	Hackensack	Bergen, N. J.
Bayer, Margaret	New York	New York.
Bennett, Mary J.	Canton	St. Lawrence.
Booth, Lizzie A.	New York	New York.
Brasher, Sallie	New York	New York.
Chamberlain, Emma J.	Adams	Jefferson.
Des Rochers, Aurelia C. C. .	Plattsburgh	Clinton.
Devoy, Eliza Jane	New York	New York.
Edelman, Eliza	Rochester	Monroe.
Fanwood, Mary	New York	New York.
Fink, Barbara	Newark	Essex, N. J.
Foster, Mary Jane	Elmira	Chemung.
French, Seraph J.	Salem	Washington.
Fullam, Mary	Jersey City	Hudson, N. J.
Gass, Mary J.	Troy	Rensselaer.
Gorton, Cora	Brookfield	Madison.
Hanchet, Helen E	McLean	Tompkins.
Harrington, Rachel E	Watkins	Schuyler.
Howland, Mary E	Poughkeepsie....	Dutchess.
Hughes, Ann	New York	New York.
Johnson, Hattie S.	Palmyra	Wayne.
Keeshan, Emma F	Troy	Rensselaer.
Kevitt, Nelly M	Passaic	Passaic, N. J.
Kinzey, Ida Louise	New York	New York.
Lindley, Harriet A.	Brooklyn	Kings.
Meiselbach, Caroline	Jersey City	Hudson, N. J.
Miller, Catharine	New York	New York.
Mills, Mary E	Brookhaven	Suffolk.
Monahan, Eliza	New York	New York.
Neiser, Louisa	New York	New York.
Peabody, Rhoda	Diana	Lewis.
Peterson, Mary E	Bridgehampton ..	Suffolk.
Phillips, Letitia M	New York	New York.
Pierce, Eva Bellinger	Clayville	Oneida.

Name.	Town.	County.
Pimm, Martha	Huron	Wayne.
Place, Lurissa	Oswego	Oswego.
Rose, Clara	West Sparta.....	Livingston.
Short, Carrie	Bath	Steuben.
Sisson, Melissa P	Sheridan	Chautauqua.
Souine, Louisa	New York	New York.
Sullivan, Harriet	Townsbury	Warren, N. J.
Waldron, Lucy A	Paris	Oneida.
Whitney, Ella E	Albany	Albany.
Winslow, Martha M	Hope	Hamilton.
Woolever, Margaret N	Hounsfield	Jefferson.

RECAPITULATION.

	Males.	Females.	Total.
Number embraced in the last catalogue, Sept. 30, 1870	325	230	555
Admitted during the year	34	27	61
Whole number within the year	359	257	616
Left the institution within the year	36	46	82
Actual number Sept. 30, 1871	323	211	534

Of the foregoing number, there are supported:

	Males.	Females.	Total.
By the State of New York	213	134	347
By the counties	85	53	138
By the State of New Jersey	16	16	32
By their friends	8	8	16
By the Frizzell fund	1	..	1
	323	211	534

REPORT OF THE PHYSICIAN AND SUPERINTENDENT

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN.—Entering upon my duties as physician in April, and finding no record of the hospital, for the several previous months, and unable to obtain any, I can only present a statement of the health and sanitary condition of the institution for the six months of the year ending October 1st. I found a considerable number of the pupils suffering from the effects of previous epidemics, two of whom died in April; one of phthisis pulmonalis complicated with disease of the heart, the other of lesion of the brain. Gradual improvement followed in the others, and on the arrival of vacation the 29th of June, they were able to leave for their homes in good health. The only other death which subsequently occurred was in June, from injuries received on the railroad in the person of Wilfred Welch, a very bright, interesting and lovely boy, aged nine years. The following table will show the diseases which have occurred during the six months of the year ending October 1st, and under hospital treatment three or more days:

Meningitis	
Phthisis	
Periostitis	
Neuralgia	
Ulceration of mouth	
Diarrhœa	
Intermittent fever	2
Otorrhœa	
Rheumatism	
Jaundice	
Dyspepsia	
Debility	
Colic	
Bronchitis	
Scrofula	
Erysipelas	
Hydrothorax	
Fractured elbow	
Coxarius morbus	1
Conjunctivitis	1
Diphtheria	1

Herpes	2
Abscess	1
Contusion	1
	<hr/>
	65
	<hr/>

Much the larger proportion of cases requiring professional attention were slight, and are not included in the above table. By receiving timely attention they were able to continue in their regular daily routine without detention in the hospital. The health of the institution remains good at present writing, December 1st.

SANITARY AND OTHER IMPROVEMENTS.

During vacation under the approval and direction of the board, apartments were fitted up in the upper and central part of the main building for hospital purposes, thus bringing the sick under more immediate supervision, and facilitating their medical care. The other important advantages derived by this change from the former hospitals, are in the greater comparative isolation of the sick from the occupied apartments of the well pupils, and the practicable attainment of more perfect ventilation. The result of the openings made in the three main roofs to let in light and favor the escape of foul atmosphere, is very satisfactory.

The introduction of the large Sturtyvant blower taking air sixty feet above the ground and forcing it (after being warmed by the exhaust steam of the engine), into all parts of the house, promises, when completed, an additional advantage and protection to health. The transfer of the boys' clothing department from the main to the school-house basement, and the increased facilities there provided for bathing, and repairing of clothes fully meet our expectations.

The ground used for drying clothes, has been inclosed by a picket fence, thus affording desirable protection and improving the general appearance of the premises. The new piazzas erected at either end of the school-house, in place of others removed on account of insecurity, add very much to the convenience and safety of communicating with the school apartments, as well as to the architectural character of the building. Nearly 2,000 square feet of flagging have been put down in and around the rear entrances, thus contributing very much to the comfort of the pupils as well as tending to economy.

Sundry other minor improvements have been made in and about the buildings, tending to promote the same results.

Name.	Town.	County.
Croak, Maria.....	Watervliet	Albany.
Crowley, Margaret.....	New York	New York.
Cummins, Viola	Vienna	Warren, N. J.
Dates, Nellie.....	Hector	Schuyler.
Davis, Eva Adeline	Tompkins	Delaware.
Davis, Laura.....	Elmira.....	Chemung.
Decker, Georgie	Montgomery	Orange.
De Willeger, Isabella	New York	New York.
Dezendorf, Emily L.....	Brooklyn	Kings.
Dickinson, Alice M	Ellisburgh	Jefferson.
Dicks, Sarah L.....	Monsey	Rockland.
Doenges, Frederika	Mount Vernon...	Westchester.
Douer, Christina.....	New York	New York.
Downen, Mary A.....	Castleton	Richmond.
Dugan, Mary A.....	New York	New York.
Dulong, Elizabeth	Elizabeth City ...	Union, N. J.
Eckert, Sarah L.....	New York	New York.
Edmonston, Sarah S.....	Cornwall	Orange.
Emanuel, Sarah F.....	Brooklyn	Kings.
Engel, Elizabeth.....	New York	New York.
Evans, Mary	Elmira.....	Chemung.
Faragher, Isabella.....	Rochester	Monroe.
Finn, Eliza Jane.....	Orange	Essex, N. J.
Finn, Sarah	Orange	Essex, N. J.
Finn, Mary	Orange	Essex, N. J.
Fisher, Sarah B.....	Dunkirk	Chautauqua.
Flannery, Margaret J	New York	New York.
Freeman, Matilda J	Burlington	Burlington, N. J.
Freyberg, Lena	Poughkeepsie....	Dutchess.
Fuller, Laura M	Pomfret	Chautauqua.
Gesberger, Lena	New York	New York.
Glockman, Augusta	New York	New York.
Gloyne, Mary	New York	New York.
Good, Margaret.....	New York	New York.
Goodman, Josephine	De Wittville....	Chautauqua.
Gould, Annie L	Troy	Rensselaer.
Graves, Matilda J.....	Gouverneur	St. Lawrence.
Gray, Leonora C	New York	New York.
Gregg, Sarah M	Castile	Wyoming.
Guillan, Olive C.....	Brooklyn.....	Kings.

Name.	Town.	County.
Cunning, Caroline.....	Brooklyn.....	Kings.
Cuttsel, Adeline M.	New York.....	New York.
Agadorn, Caroline V.	Brooklyn.....	Kings.
Agadorn, Mary E.	Bath	Steuben.
Callock, Elizabeth M.	Durham	Greene.
Carrigan, Mary A.	Northampton	Fulton.
Castings, Grace Hall.....	Buffalo.....	Erie.
Cazard, Mary Martha	Buffalo.....	Erie.
Leaton, Catharine A.	German Flats	Herkimer.
Henry, Hanatha	Cochecton'.....	Sullivan.
Herbst, Elizabeth.....	New York.....	New York.
Higgins, Julia M.....	Brooklyn.....	Kings.
Highfield, Margaret A.....	Brooklyn.....	Kings.
Hildreth, Adeline R.....	Sag Harbor.....	Suffolk.
Hodder, Elizabeth A.	Johnstown	Fulton.
Hofman, Mary	Ramapo.....	Rockland.
Holly, Mary C.....	Middletown	Orange.
Horton, Eva	Wallkill.....	Orange.
Houghtaling, Margaret A...	Albany	Albany.
Hull, Elizabeth J.....	Minisink	Orange.
Hults, Caroline.....	South Brunswick.	Middlesex, N. J.
Hves, Helen M.	Troy.....	Rensselaer.
Jacobs, Ella J.....	Huntington	Suffolk.
Johnson, Dora	Lodi.....	Seneca.
Jones, Florence H.....	New York.....	New York.
Jordan, Emma	Champlain	Clinton.
Kalahar, Bridget	New York.....	New York.
Kelley, Rosanna.....	Brooklyn.....	Kings.
Kennedy, Ann	Macedon	Wayne.
Kennedy, Julia.....	Macedon	Wayne.
Kennedy, Letitia	Macedon	Wayne.
Kenney, Mary A	New York.....	New York.
Kentfield, Emma E.....	Gouverneur	St. Lawrence.
Kessler, Josephine	Brooklyn.....	Kings.
Kevitt, Hannah	Passaic	Passaic, N. J.
King, Mary E.	Albany	Albany.
Kinney, Catharine M.....	Wright	Schoharie.
Klune, Adelaide M.....	New York.....	New York.
Kneer, Maria.....	New York.....	New York.
Knifley, Johanna	Glenville	Schenectady.

Name.	Town.	Cou ty.
Lawton, Cornelia	Great Valley	Cattaraugus.
Leach, Jane P.	New York.....	New York.
Leghorn, Isabella	Newburgh.....	Orange.
Lewis, Ann E.	Syracuse	Onondaga.
Lighthart, Alice M.	Canastota	Madison.
Ludwig, Emilia.....	New York.....	New York.
Mahoney, Margaret	New York.....	New York.
Maulick, Louisa R.....	New York.....	New York.
Mather, Clara B.	Utica	Oneida.
Maxwell, Martha	Troy	Rensselaer.
McClurg, Edna	Richmond	Ontario.
McCue, Bridget	New York.....	New York.
McCue, Harriet	Alexandria	Jefferson.
McIlvaine, Rachel	New York.....	New York.
McKeough, Margaret.....	Mooers.....	Clinton.
Miller, Alice L.....	Manlius	Onondaga.
Moore, Isabella C.....	New York.....	New York.
Mountain, Eliza	Brooklyn	Kings.
Munch, Frederika	Brooklyn	Kings.
Murphy, Elizabeth	New York.....	New York.
Myers, Jane	Gouverneur	St. Lawrence.
Nady, Lucy	Indian Reservation	Onondaga.
Nelson, Olive M.	Bombay	Franklin.
Niver, Mary E.....	Fishkill	Dutchess.
Noble, Elizabeth	New York.....	New York.
Noe, Sarah Jane.....	Rahway	Middlesex, N. J.
Odell, Lueka.....	New York.....	New York.
O'Hare, Alice.....	New York.....	New York.
Palmatier, Mary E.....	White Plains	Westchester.
Peabody, Mary D.....	Brooklyn.....	Kings.
Pearl, Mary C.....	Nashville.....	Tennessee.
Penrose, Elizabeth	Paterson	Passaic, N. J.
Pepper, Mary	North Hudson...	Essex.
Peterson, Bertha.....	New York.....	New York.
Pfiester, Pia	New York.....	New York.
Pickard, Alvira.....	Ellery.....	Chautauqua.
Post, Clara.....	Passaic	Passaic, N. J.
Price, Honora.....	Port Richmond ..	Richmond.
Quinn, Margaret.....	Brooklyn.....	Kings.
Rahm, Emma	New York.....	New York.

Name.	Town.	County.
Randall, Ella J.....	Amherst	Erie.
Ray, Martha J.....	New York.....	New York.
Reed, Emma Vedmore.....	Stapleton.....	Richmond.
Reid, Cornelia A.....	Key West.....	Florida.
Reilley, Mary A.....	Montgomery.....	Orange.
Reycraft, Avis.....	Brooklyn.....	Kings.
Rhinehart, Mary E.....	Syracuse	Onondaga.
Ries, Amelia.....	New York.....	New York.
Rodgers, Kate.....	New York.....	New York.
Roe, Harriet J	Wawayanda	Orange.
Rogers, Mary A	New York.....	New York.
Rosch, Clara E.....	Brooklyn.....	Kings.
Rose, Elnora.....	Lloyd.....	Ulster.
Sands, Ida	New York.....	New York.
Sayles, Amanda.....	Pharsalia.....	Chenango.
Schafer, Barbara.....	Mount Vernon...	Westchester.
Schanck, Mary A.....	Freehold	Monmouth, N. J.
Searle, Charlotte.....	Williamsburgh...	Kings.
Seaton, Matilda.....	Clay.....	Onondaga.
Seaver, Annetta.....	Buffalo	Erie.
Shute, Kate C.....	Brooklyn.....	Kings.
Sitterly, Winnifred.....	Guilderland	Albany.
Skelly, Mary	Brooklyn.....	Kings.
Skye, Isabella	West Eaton.....	Madison.
Smith, Julia.....	Buffalo.....	Erie.
Smith, Margaret E.....	Reading.....	Schuyler.
Spencer, Emma V.....	New York.....	New York.
Sprague, Ella	New York.....	New York.
Stein, Sarah.....	New York.....	New York.
Stephens, Florence Allena...	Bloomingsburgh ..	Sullivan.
Stevens, Cynthia.....	Hannibal.....	Oswego.
Stiles, Peninah A.....	Binghamton	Broome.
Streiner, Catharine.....	Brooklyn.....	Kings.
Stuart, Isabella.....	New York.....	New York.
Stubner, Frances.....	New York.....	New York.
Sturmwald, Sarah.....	New York.....	New York.
Sullivan, Eva E	Richmond	Ontario.
Swertman, Christina	Brooklyn.....	Kings.
Taylor, Alice.....	Brooklyn.....	Kings.
Taylor, Elizabeth.....	Chestertown	Warren.

Name.	Town.	County.
West, Hiram, Jr.....	Fulton.....	Schoharie.
Witbeck, James M.....	Troy	Rensselaer.

FEMALES—RESIDENCE.

Barnett, Mary H	Union	Union, N. J.
Bartholf, Henrietta	Hackensack	Bergen, N. J.
Bayer, Margaret	New York	New York.
Bennett, Mary J.....	Canton	St. Lawrence.
Booth, Lizzie A.....	New York.....	New York.
Brasher, Sallie	New York.....	New York.
Chamberlain, Emma J.....	Adams.....	Jefferson.
Des Rochers, Aurelia C. C..	Plattsburgh	Clinton.
Devoy, Eliza Jane	New York.....	New York.
Edelman, Eliza	Rochester	Monroe.
Fanwood, Mary.....	New York.....	New York.
Fink, Barbara	Newark	Essex, N. J.
Foster, Mary Jane.....	Elmira.....	Chemung.
French, Seraph J.....	Salem	Washington.
Fullam, Mary	Jersey City.....	Hudson, N. J.
Gass, Mary J.....	Troy	Rensselaer.
Gorton, Cora.....	Brookfield.....	Madison.
Hanchet, Helen E	McLean.....	Tompkins.
Harrington, Rachel E	Watkins	Schuyler.
Howland, Mary E	Poughkeepsie....	Dutchess.
Hughes, Ann	New York.....	New York.
Johnson, Hattie S.....	Palmyra	Wayne.
Keeshan, Emma F	Troy	Rensselaer.
Kevitt, Nelly M	Passaic	Passaic, N. J.
Kinzey, Ida Louise	New York.....	New York.
Lindley, Harriet A.....	Brooklyn.....	Kings.
Meiselbach, Caroline.....	Jersey City.....	Hudson, N. J.
Miller, Catharine	New York.....	New York.
Mills, Mary E	Brookhaven	Suffolk.
Monahan, Eliza.....	New York.....	New York.
Neiser, Louisa.....	New York.....	New York.
Peabody, Rhoda	Diana	Lewis.
Peterson, Mary E.....	Bridgethampton ..	Suffolk.
Phillips, Letitia M.....	New York.....	New York.
Pierce, Eva Bellinger.....	Clayville.....	Oneida.

Name.	Town.	County.
Pimm, Martha.....	Huron	Wayne.
Place, Lurissa	Oswego	Oswego.
Rose, Clara.....	West Sparta.....	Livingston.
Short, Carrie.....	Bath	Steuben.
Sisson, Melissa P	Sheridan	Chautauqua.
Souine, Louisa.....	New York.....	New York.
Sullivan, Harriet.....	Townsbury	Warren, N. J.
Waldron, Lucy A.....	Paris	Oneida.
Whitney, Ella E	Albany	Albany.
Winslow, Martha M.....	Hope	Hamilton.
Woolever, Margaret N.....	Hounsfield	Jefferson.

RECAPITULATION.

	Males.	Females.	Total.
Number embraced in the last catalogue, Sept. 30, 1870.....	325	230	555
Admitted during the year.....	34	27	61
Whole number within the year	359	257	616
Left the institution within the year.....	36	46	82
Actual number Sept. 30, 1871	323	211	534

Of the foregoing number, there are supported:

	Males.	Females.	Total.
By the State of New York.....	213	134	347
By the counties.....	85	53	138
By the State of New Jersey.....	16	16	32
By their friends	8	8	16
By the Frizzell fund	1	..	1
	323	211	534

REPORT OF THE PHYSICIAN AND SUPERINTENDENT

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN.—Entering upon my duties as physician in April and finding no record of the hospital, for the several previous months, and unable to obtain any, I can only present a statement of the health and sanitary condition of the institution for the six months of the year ending October 1st. I found a considerable number of the pupils suffering from the effects of previous endemics, two of whom died in April; one of phthisis pulmonalis complicated with disease of the heart, the other of lesion of the brain. Gradual improvement followed in the others, and on the arrival of vacation the 29th of June, they were able to leave for their homes in good health. The only other death which subsequently occurred was in June, from injuries received on the railroad in the person of Wilfred Welch, a very bright, interesting and lovely boy, aged nine years. The following table will show the diseases which have occurred during the six months of the year ending October 1st, and under hospital treatment three or more days:

Meningitis	
Phthisis	
Periostitis	
Neuralgia	
Ulceration of mouth	
Diarrhœa	
Intermittent fever	2
Otorrhœa	
Rheumatism	
Jaundice	
Dyspepsia	
Debility	
Colic	
Bronchitis	
Scrofula	
Erysipelas	
Hydrothorax	
Fractured elbow	
Coxarius morbus	
Conjunctivitis	
Diphtheria	

Scabies	2
Scalds	1
Contusion	1
	<hr/>
	65
	<hr/>

Much the larger proportion of cases requiring professional attention were slight, and are not included in the above table. By receiving timely attention they were able to continue in their regular daily routine without detention in the hospital. The health of the institution remains good at present writing, December 1st.

SANITARY AND OTHER IMPROVEMENTS.

During vacation under the approval and direction of the board, apartments were fitted up in the upper and central part of the main building for hospital purposes, thus bringing the sick under more immediate supervision, and facilitating their medical care. The other important advantages derived by this change from the former hospitals, are in the greater comparative isolation of the sick from the occupied apartments of the well pupils, and the practicable attainment of more perfect ventilation. The result of the openings made in the three main roofs to let in light and favor the escape of foul atmosphere, is very satisfactory.

The introduction of the large Sturtyvant blower taking air sixty feet above the ground and forcing it (after being warmed by the exhaust steam of the engine), into all parts of the house, promises, when completed, an additional advantage and protection to health. The transfer of the boys' clothing department from the main to the school-house basement, and the increased facilities there provided for washing, and repairing of clothes fully meet our expectations.

The ground used for drying clothes, has been inclosed by a picket fence, thus affording desirable protection and improving the general appearance of the premises. The new piazzas erected at either end of the school-house, in place of others removed on account of insecurity, add very much to the convenience and safety of communicating with the school apartments, as well as to the architectural character of the building. Nearly 2,000 square feet of flagging have been put down *in* and *around* the rear entrances, thus contributing very much to the comfort of the pupils as well as tending to economy.

Sundry other minor improvements have been made in and about the buildings, tending to promote the same results.

To a considerable extent the interior of the house received during vacation one, and the window-frames and sash two coats of paint. The expense therefor amounting to upward of \$1,000.

Very thorough examination in detail of the sewerage and drainage immediately connecting the buildings has been made, and important defects discovered and corrected.

The boilers were thoroughly overhauled during the summer, which together with the general heating apparatus, were put in safe and effective condition.

The mechanical department has been continued without change except to enforce more system and regularity in details. There have been employed and under instruction three hours daily in the cabinet and carpenter shops, seventy boys; in the shoe shop, fifty-five boys, and in the tailors' shop, seventy-three boys and twelve girls.

During the spring, summer and autumn months, twenty to thirty-five boys are employed in the garden, and the balance of them, most under ten years, are made useful in keeping the grounds in order.

The girls have been instructed in general housework, and sewing three to four hours daily.

The practicability of further extending the mechanical pursuits has been, and is still under discussion by the executive committee.

The length of time the pupils are in the institution, and the advanced age of many, renders it most important that they should become thoroughly established in habits of systematic and useful industry. Their general social condition and probable future necessities render it the more imperative, as an assurance of becoming good and worthy citizens.

Very respectfully,

S. D. BROOKS,
Physician and Superintendent.

REPORT

ON THE ANNUAL EXAMINATION, JUNE, 1871.

SUBMITTED BY DR. PEET.

The committee appointed to conduct the annual examination of the several classes of the institution, at the close of the academic year 1870-71, have the honor to report :

That they gave to the duty assigned to them, several days ; beginning with Wednesday, the 21st of June. To make the examination more thorough and satisfactory, the committee divided their labors, each taking a different class. Though the number of classes was twenty-seven, besides the High Class, this division of labors enabled the committee to give each a careful examination. The examiner was furnished with a programme of the studies during the year. As the class could not anticipate on what points the examination would turn, it is to be presumed they would have been found equally proficient on the other points embraced in their programme, on which the time did not suffice to test the attainments.

For the examination of the High Class, the committee were fortunate in obtaining the valuable aid of the Rev. G. J. Geer, D. D., whose report hereunto annexed, is alike honorable to the teachers and the members of that class.

The annexed schedule shows the number of classes, standing of each, name of teacher and number of pupils.

SCHEDULE OF CLASSES, JUNE, 1871.

CLASS.	TEACHERS.	YEARS.		NUMBER.			PRESENT AT EXAMINATION	
		Nominal standing.	Actual standing.	Males.	Females.	Total.	Males.	Females.
COLLEGIATE DEPARTMENT.								
Supplemental	Profs. Cooke, Jenkins, Syle, F. D. Clarke, W. E. Clarke	9 to 11	various	18	9	27	17	8
High.....	Prof. O. D. Cooke and Miss Ida Montgomery.....	9 to 11	various					
DEPARTMENT OF ARTICULATION.								
I.....	Prof Englesman.....	.....	various	12	11	23	12	9
II.....	Jane T. Meigs.....	.....	various	12	6	18	11	3
III.....	Hattie E. Hamilton.....	.....	various	6	8	14	5	7
SENIOR DEPARTMENT.								
I.....	H. W. Syle.....	8	8	17	6	23	15	5
II.....	A. Johnson.....	7	7	12	12	24	9	11
III.....	F. D. Clarke.....	6	7	19	0	19	15	0
IV.....	Bella Ransom.....	6	various	0	18	18	0	13
V.....	Isabella Van Dewater.....	6	6	10	8	18	7	6
INTERMEDIATE DEPARTMENT.								
I.....	C. S. Newell.....	5	6	11	8	19	8	4
II.....	John R. Burnet.....	5	5	13	5	18	11	4
III.....	Josephine L. Ensign.....	5	6	10	9	19	10	9
IV.....	J. W. Conklin.....	4	7	12	7	19	9	7
V.....	C. W. Van Tassel.....	4	5	14	4	18	12	4
VI.....	G. C. W. Gamage.....	4	4	16	6	22	14	6
VII.....	A. P. Knight.....	3	4	14	8	22	14	8
VIII.....	W. Jenkins.....	3	3	10	12	22	10	9
PRIMARY DEPARTMENT.								
I.....	Mary Johnson.....	2	3	7	14	21	7	14
II.....	Catharine Blauvelt.....	2	2½	14	8	22	12	7
III.....	Mary Howell.....	1 y. 6 m.	2	8	7	15	7	3
IV.....	Celia Ransom.....	1 y. 6 m.	2	12	10	22	11	10
V.....	Thomas H. Jewell.....	1 year	1½	13	10	23	13	7
VI.....	Sarah Cuddeback and Annie Wager.....	1 year	1½	13	6	19	13	6
VII.....	H. D. Reeves.....	1 year	8 mos.	12	12	24	11	11
VIII.....	R. B. Lloyd.....	1 year	8 mos.	8	11	19	7	10
IX.....	W. E. Clarke.....	3 mos.	8 mos.	22	0	22	20	0
X.....	Bessie Fitzhugh.....	3 mos.	8 mos.	6	12	18	6	12
XI.....	S. W. Fitch and Bessie Fitzhugh.....	1½ mos.	8 mos.	8	9	17	7	7

As the programmes were designed as a record of each class, they comprise the names of all who were enrolled in the class during the year, whether present at the examination or not unless they have been transferred to another class. The above schedule shows that the classes are arranged in five sections, or "departments." The principle on which this arrangement is made, as explained by Mr. Peet, is that the "primary department" embraces those classes which have not gone beyond the volume of "Elementary Lessons," or "Part I of the Course of Instruction," which, with the more quick and docile pupils, usually requires two years (in very favorable circumstances, less); while the less gifted, and those who begin too young, take three years, or even more, meantime making some progress in

the "Scripture Lessons," in penmanship, and in letter writing, and a beginning in arithmetic.

The "intermediate department" includes the classes of three, four and five years, whose studies are in the first three chapters of the third part of Dr. Peet's course of instruction, and in the second and third historical part of the Scripture Lessons. These classes generally advance in arithmetic to division, and sometimes farther. They make a beginning in geography, and are practiced in questions and answers in familiar phrases, and in writing letters and journals.

The "senior department" embraces the better portion of those selected for an additional term of three years. Hence they are ranked as of six to eight years standing. Having long since gone through and reviewed the Scripture Lessons, they now commit to memory selected portions of the Bible as Sabbath lessons. They have generally reached that degree of proficiency in language which enables them to read books and newspapers with pleasure and profit, and to consult the common English dictionaries for the meaning of new words and phrases.

The younger classes in this section find it profitable to study the chapter on the development of the verb, in the third part of the course of instruction. The more advanced commit to memory books of history and geography, in which as much care is given to improvement in the English language as to the acquisition of facts. Meantime they have daily exercises in arithmetic, the aim being to give all as much of mathematics as is useful in the business of life, including the art of keeping accounts. They are permitted and encouraged to maintain a frequent correspondence with their friends, as one of the best means of improvement in writing English, and, in addition to the school-room lessons, they acquire much valuable information and a wide range of ideas through the weekly lectures, debates and prayer-meetings.

The department of articulation embraces about fifty of the pupils who, after a careful trial, were found capable of so much readiness and distinctness in articulation and lip-reading, that their education could be conducted without the use of signs in the school-room. These children are, for the most part, those who learned to speak and, in some cases, to read before losing their hearing. Their attainments are very various in other branches of knowledge, some having but recently entered the institution, while others have been several years under instruction. When they shall have made sufficient pro-

gress in their studies, the privileges of the High Class are open to them as to the best pupils of the senior department.

The collegiate department includes those who, after passing with credit through the course of eight years, are selected for an additional term of three years of higher studies. With these are associated some who, beginning with the great advantages of a familiar knowledge of the English language acquired before the loss of hearing, are able to reach the High Class standard earlier than those whose knowledge of language must be laboriously acquired, letter by letter and word by word, through the eye alone.

This class forms two subdivisions, the High Class proper, whose studies correspond to those of our higher English schools and academies, and the supplemental class, whose studies are more of a collegiate kind, embracing among other branches several of the languages, ancient and modern.

Of the High Class proper, six received instruction in the supplemental class, and to these were added a number of the deaf-mute instructors, who, having in former years graduated from the High Class, were desirous of extending their studies even so far as to entitle them to a college diploma on examination. For the purpose of testing the value of the work performed by these students in this regard, your committee solicited from President Barnard the favor of causing them to be examined by one of the faculty of Columbia College. He very kindly delegated Mr. Augustus C. Merriam, the tutor in Greek, who subjected the students to a very thorough and exhaustive examination. The report this gentleman submitted will be found in its proper place.

The supplemental class received its instruction in the afternoon, after the regular school hours were concluded, Professor Cooke instructing it in metaphysics and the English language, Professor Syle in chemistry, Professor Jenkins in Latin, Professor F. D. Clarke in mathematics, and Professor W. E. Clarke in Greek. The six students not connected with the corps of instructors were also examined in connection with the High Class.

There is this general remark to be made, that deaf-mutes, properly so called, came to the instructor destitute not only of all knowledge of words, but also of most of the ideas usually expressed by words. Their first lessons are of a very different nature from the first lessons in spelling and reading of a child who hears, in whose case learning to read and write means learning to recognize and to record on paper,

or on the slate, words already familiar. The deaf-mute child must learn to remember the written characters by themselves, as we do Chinese or other arbitrary characters, and to associate them directly with the objects, qualities, actions and relations which they represent or suggest. Spoken words, when learned by the natural channel, the ear, constitute an easy and natural medium of thought, as well as of communication; but that alphabetic language, which alone the true deaf and dumb can acquire, is by the multiplicity of its parts, its artificial character and its comparative slowness, as an instrument of communication, a heavy burden to the memory, and, at least till it has become very familiar, much more of an encumbrance than an aid to the flow of thought and the processes of reasoning. Nor is the great difficulty remedied by teaching the deaf-mute to articulate; for it is only in very rare cases that a deaf-mute from birth can acquire such a fluent command of articulation as to find it of any aid in simplifying his conceptions of words and phrases. To nearly all who had not learned to speak quite fluently before the loss of hearing, words in their articulate form are only presented to the eye in the fleeting and indistinct forms of the labial alphabet, much less easy to grasp and recall than those of the written or manual alphabets.

Hence it is, that the progress of a class of deaf-mutes is so slow in the forms, and especially in the idioms of language. Single words they soon become able to commit to memory quite readily, but the construction, the variations of number and case, of person, mood and tense; the hypothetical mode of saying not what is, but what might, would, or should be; the subordination of phrase to phrase, by means of conjunctions, and the multitudinous phrases formed by abstract nouns; all these present difficulties which have to be carefully and slowly developed and explained one by one, difficulties that are peculiarly great, because there is nothing corresponding to them in their own natural language of pantomime, and because it is far more difficult to remember the apparently arbitrary succession of words on paper, than their easy succession in the flow of accented and naturally emphasized speech.

Another remark to be made on the present academical year is, that, by the extraordinary winter vacation, the actual time of the past term was reduced from ten months to eight. The attainments made during the term are, therefore, to be considered as the results of only eight months' instruction.

The eleven classes of the primary department embrace the pupils

of one and two years standing, with the less bright and promising of those of three years, and a few, that owing to natural dullness or interruptions by sickness and absence, had been dropped from more advanced classes. In this department the committee could only expect to find a good foundation laid on which the fair structure of a useful English education may hereafter rise. They were gratified by the evidence they saw of skill and faithfulness in the teachers, and in general of diligence on the part of the pupils.

The eight classes of the intermediate department had a nominal standing of three to five years, and an actual standing of three to seven years.

The same two causes that operated in the primary department make considerable difference between the nominal and actual standing of several of the classes in this department. For instance, a class, that entered seven years ago at the age of six to ten, is now ranked with a class of four years which entered at an age more favorable to intellectual effort and continuous study.

In all these classes the committee found evidences of faithful teaching, of a diligent use by the pupils of their opportunities, and of progress that has only to be continued with unfaltering zeal, to secure the great end for which the institution was established, a useful education to its afflicted pupils.

The five classes of the senior department were six to eight years standing. The first two and the fifth were composed of the more gifted and diligent pupils of their respective years, and had made very satisfactory progress in all their studies. The other two, while they passed a very good examination in geography and arithmetic with few exceptions, showed a want of skill in managing the English language, and in many cases seemed to have acquired a habit of putting words together almost at random.

The case is precisely analogous to that of foreigners learning our language. Only the more gifted master it sufficiently to write it with passable accuracy. The greater number continue for life to use it imperfectly, and with many strange idioms borrowed from their own language, or carrying out too far some law in ours.

As long, then, as written language continues for the deaf and dumb a foreign language, not the one in which they think and reason spontaneously, nor the one through which they derive their greatest social enjoyments and their clearest conceptions on all subjects of knowledge, so long the less gifted of them continue to write English with

strange and uncouth idioms and with frequent failures to convey clearly, the idea in their own minds; in short, as a passable Latin scholar might write Latin, if suddenly thrown upon that language for his domestic and business communications.

Certainly this difficulty may be greatly lessened by requiring and encouraging the pupils to use alphabetic language more and signs less, among themselves. When the conversations not only of the pupils with each other, but of teachers and pupils out of school are usually carried on in signs rather than in words, there is evidently a precious waste of opportunities for giving the pupil a *practical* knowledge of alphabetic language.

But great as is the importance of a correct knowledge of written language to the deaf and dumb, it must be remembered that a correct knowledge of English idioms is of secondary value compared to the knowledge that enlarges the heart, expands the mind, promotes contentment and usefulness among their fellows, and social enjoyment, and gives the assurance of a hope of happiness hereafter. And all this is far easier and more fully gained through an improved and cultivated language of signs.

DEPARTMENT OF ARTICULATION.

Before detailing the examination of the three classes in this department, the committee wish here to state that in nearly all the classes whose examination has been recorded, they found some ability to articulate and to read on the lips. For some months past a rule has been in force by which each of the speaking teachers, having previously taken lessons from the professor of articulation, exchanged for half an hour with one of the deaf-mute teachers, thus giving each class taught by the latter, half an hour in articulation and lip-reading every other day. The results thus far have been encouraging. Most of the pupils have acquired the ability to articulate not only single letters, but short, easy words, and to distinguish them on the lips. Many of the pupils may hereafter find these accomplishments useful in the family circle.

CLASS III.—UNDER MISS HAMILTON.

After giving a short time to a few exceptional cases of those who were more or less deficient in intellect, and who nevertheless had

made some progress in learning to read from the lips and to utter articulate sounds, the committee examined the other members of the class with great care. Questions were asked by moving the lips more slowly and distinctly than in ordinary conversation. The teacher was obliged occasionally to aid the pupils in comprehending, but as a general rule there was no difficulty in making them understand. The answers were, with but few exceptions, so well spoken that they required no explanation on the part of the teacher. The questions to each member of the class were: What is your name? Where do you live? How old are you? How old were you when you lost your hearing? What caused your deafness? The information gained by the answers to these questions showed that all had lost their hearing after they had learned to speak, thus retaining the faculty of speech which had been so successfully cultivated. One of the most intelligent and brightest boys answered the questions as follows: My name is Adolph Eckardt; I am between eleven and twelve years old; I live in New York city; my father and mother are living; I was about seven years old when I lost my hearing; I fell from a new school building in Second street; I was playing there; I went up stairs and fell back and hit my skull; I was sick about six months. I could hear a little; I am entirely deaf now. All this catechising went on without the use of signs or manual alphabet. The boy understood the moving lips of the examiner, and spoke out the answers in clear, distinct tones.

Without going further into details, the committee desire to express their gratification with the progress which the class had made in geography, arithmetic, history and Bible lessons. There was abundant reason for congratulating Miss Hamilton upon her success in all her persevering efforts with this interesting class.

CLASS II.—UNDER MISS JANE T. MEIGS.

There were a few members of this class who had been unable, from mental weakness, to keep up with the others in their regular studies. These were first examined, and showed very clearly that they had received benefit from the faithful training which had been bestowed upon them. The examiner questioned both them and the other pupils as he did in class III, and received intelligent answers. The fact was brought out that they were either semi-deaf or had lost their hearing after learning to speak. One recited very clearly the Lord's prayer, and another the twenty-third Psalm. Several read, with distinct utterance, selections of the Scripture Lessons.

The regular studies of the class being taken up, the examination was carefully conducted as in the other class. Questions were asked by the slowly moving lips, no vocal utterances being necessary, and the answers given by those who could not hear the words that they addressed to the ears of the committee. It was an interesting process.

In Swift's First Lessons in Natural Philosophy the pupils described matter and its properties. A few questions and answers are herewith given :

Why are some bodies hard and others soft? Because the attraction of cohesion is greater in hard bodies than in soft.

How do liquids move? From a higher to a lower point.

Tell me some dense bodies? Gold, iron and stone.

What bodies are flexible? Those that can be easily bent, as tin, wire, cards.

What bodies are brittle? Those that are easily broken, as glass, slate and crayon.

The different kinds of motion were correctly described. The lever and the fulcrum being under discussion, one boy was asked if he would like to be a fulcrum for a lever. He immediately replied, "No sir, it would hurt my bones."

In geography various miscellaneous questions as to capitals, rivers, lakes, oceans, mountains, etc., were promptly answered, showing the knowledge of the class to be of a cosmopolitan character.

The dry study of grammar had been so successfully taught that the pupils were at home in the different parts of speech and of their relations to each other.

Arithmetic was well understood as far as it had been proceeded with. Several first-rate specimens of original compositions were shown. After the examination was over, the committee were able to say that the reputation which Miss Meigs had gained in carrying through various classes taught by using signs and the manual alphabet, was fully sustained in the department of articulation and lip-reading.

CLASS I.—UNDER PROF. ENGLESMAN.

The three divisions of this class were examined separately.

The third division was mostly composed of the children who had entered during the year. They wrote on their slates lists of the simpler words after reading them on the lips of their teacher. They were able also to speak these words themselves quite distinctly. One little girl, born deaf-mute, looking at a picture, answered questions

as follows: What is this? A lamb. Is the lamb blue? No, sir, it is a white lamb. Another, not a congenital case, wrote several short sentences dictated by the moving lips of the teacher. The second division was more advanced. The following were selected from the questions and answers:

What do you see in this picture? A lamb. What is the flesh of a lamb called? Lamb. What is the flesh of a cow called? Beef. I see two pairs of shoes in this picture. I have a pair of shoes on my feet. My shoes are made of leather, etc.

The first division contained four advanced male pupils, who well sustained a searching examination as to the progress which they had made in geography, history and natural philosophy. One of these pupils is a very remarkable instance of what may be in rare cases accomplished by those born deaf. In addition to the direct care of the pupils forming the three divisions of this class, Prof. Englesman takes the general oversight of the articulating and lip-reading department, having given instruction to the other teachers. Having been thoroughly trained in this difficult art at the Vienna institution, this accomplished professor established several years ago, in the city of New York, the first school in which the deaf were exclusively taught by this method. He was subsequently induced to give our institution the benefit of his ripe experience. The results of the examination of the three classes of his department, may well cause him to be encouraged in devoting himself to this truly benevolent work.

In relation to this important department of education, the committee feel that what has been so well begun, should be continued with unabated zeal. The results thus far attained, fully justify the efforts which have been made to benefit that portion of our pupils who have shown any capacity to receive culture in the accomplishment of lip-reading and articulation.

MR. MERRIAM'S REPORT ON THE SUPPLEMENTAL CLASS.

COLUMBIA COLLEGE,
NEW YORK, *July 17, 1871.*

Prof. PEET:

DEAR SIR.—Having been delegated by President Barnard of Columbia College to visit your institution, I take pleasure in bearing testimony to the excellent examination undergone by your supplemental class, in my presence, on Wednesday, June 21st. Their acquaintance with algebra and geometry showed careful training upon minds strong and active, and well adapted to receive and master

understandingly the abstractions of those sciences. Their work would have done them credit in an examination for entrance to the freshman class of a college.

In Greek and Latin, while not so far advanced, they still exhibited an encouraging familiarity with the ground accomplished, and proved their adaptedness for acquiring other languages than the single one which they had, at an earlier day, labored so hard and so successfully to master. They were strong in translation, but weaker in grammar. In languages taught so much by the analytic method, reliance can be placed for accuracy upon grammatical rules alone; and, consequently, the grammar must be made the most important part of the student's work until he is thoroughly conversant with that whole subject. I was told that, in the case of the student who was reading Virgil, the subject of prosody had not been entered upon, because the deaf-mute was not supposed to have any music in his soul. However that may be, it strikes me that they showed, by their knowledge of subjects much more difficult and abstruse, that the attainment of that branch of classical study was quite possible to them. With the object in view of obtaining a degree at Columbia College, where so much importance has always been attached to quantity and metres, I would respectfully suggest that a trial should be made upon the prosody.

The examination included also logic and chemistry. In these departments their standard of excellence was nowise lowered; on the contrary, they appeared to have pursued these branches with an enthusiasm and hearty liking that were a pleasure to witness.

Their whole performance leaves upon the mind the conviction that zealous labor is the open sesame everywhere, no matter how great the difficulties which bar the way; and that these students, pursuing their course with the spirit and perseverance which they have already evinced, will eventually be able to win for themselves an honorable diploma from any college.

Yours, very truly,

AUG. C. MERRIAM.

REV. DR. GEER'S REPORT ON THE HIGH CLASS.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

The undersigned having accepted an invitation to conduct the examination of the High Class, as in duty bound, respectfully submits the following report:

It is the aim of this report, so far to transcribe the exercises themselves as to afford to your honorable body an opportunity for correct judgment, not much inferior to that of those present and taking part.

The look of intelligence, the quick apprehension of the significance of the questions placed before the pupil, the good order, and decorous behavior cannot be transcribed, but, are hereby certified to, and warmly commended.

The High Class consists of twenty-seven pupils, eighteen boys, one of whom was absent, and nine girls, one of whom was also absent. The studies of the class embrace vegetable physiology, chemistry, natural philosophy, rhetoric, logic and grammar, distributed through three years of the course as follows:

First year, grammar and physiology.

Second year, rhetoric and natural philosophy.

Third year, logic and chemistry.

In addition to the above, instruction in moral science and the Bible is given through the whole course, and to a portion of the class in algebra, geometry and Latin.

During the year just closed, the class has received instruction in chemistry, nearly finishing "Peets' Manual," comprising an account of the metalloids and their most important compounds with metals. The aim has been to give the pupils a clear idea of the principles of chemical combination and nomenclature, and to lay a foundation for each one to build upon for himself. In logic, the class has studied "Hedges' Elements," paying particular attention to the chapters on the faculties of the mind; the logical distinction of terms, general description of propositions, inductive evidence and syllogism.

In algebra, the class has been divided into three divisions. The first or least advanced has been taught in Davies' elementary work; definitions and explanatory terms, algebraic expressions, addition, subtraction, multiplication, division and factoring.

The second has reviewed and finished "Davies' Elementary," and finished equations of the first degree in Bourdon; thus covering the whole science of Algebra.

The third division commenced Bourdon this year, and have been taught equations of the first and second degrees; extraction of roots, formation of powers and binomial theorem, calculus of radicals, theory of negative and fractional exponents.

In geometry, one of the class has received instruction; and he has been carried through four books, including problems.

In Latin, a portion of the class have read parts of the first and fourth books of Cæsar's Commentaries, in connection with Andrews' and Stoddard's Latin Grammar.

In history, a portion of the class have studied the first fifteen chapters of Goldsmith's England, from the Invasion of Cæsar to the Reign of Henry IV. The rest of the class have completed the book. In moral science, the class has received instruction with "Wayland's Elements" for a text-book, on the following subjects: Moral Law, Moral Actions and Intentions, Conscience, Rules for Moral Conduct, Natural Religion, Revealed Religion, Happiness, Holy Scriptures, Love to God, Prayer.

In arithmetic, the class have had constant exercise in interest and proportion.

In the scriptures, the class have had a daily exercise, and have committed to memory, at the rate of two verses a day, the ninth, tenth and eleventh chapters of St. John's Gospel.

The examination commenced at about half-past ten in the morning and continued till half-past four in the afternoon; was searching and impartial, and the results creditable alike to the pupils and their instructors, as the following selections from many answers, equally good, will show.

In chemistry, in reply to the question, -What is chemistry? one young man about to graduate, replied:

"Chemistry is that science which treats of the chemical properties of matter and of those phenomena in which the nature of bodies is changed. Wood can show its combustibility only by ceasing to be wood and becoming a mass of vapor, ashes and smoke. Who not acquainted with gunpowder, would think it so violently explosive. It can manifest that property only by ceasing to be gunpowder and becoming a mass of vapor. In natural philosophy it is different; bodies then manifest their properties without any change in their

nature. The malleability of gold and the surprising ductility of glass, are all shown with but a change of form and not the least of nature."

Another who has a year longer to remain, wrote :

"Chemistry is the science which treats of the internal construction of matter and those changes which take place in the nature of bodies. The ancients thought they could find a substance which they called "the philosopher's stone," which when placed in contact with any thing, would turn it into gold. They tried for many years to produce the stone, but have not yet succeeded. But they discovered many facts and principles which gave rise to the science of chemistry."

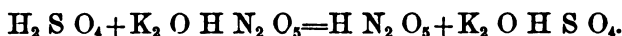
Of carbonic oxyd the following was written : "Carbonic oxyd is usually obtained by decomposing oxalic acid. This acid is mixed with an equal weight of sulphuric acid and heated in a flask of glass. The oxalic acid is decomposed into an equivalent of carbonic oxyd 1 of carbonic acid and 3 of water. The sulphuric acid and water remain in the flask while the gases generated pass through a bent tube to a wash-bottle containing potash water. The carbonic acid is absorbed, but the oxyd passes on to a jar filled with water and inverted over a cistern filled with the same. Carbonic oxyd is very combustible and burns with a deep blue flame, which is often seen playing over coal fires and on the tops of the smoke chimneys of steamers and factories. It is very poisonous. It has a suffocating odor, resembling that of burning sulphur."

To the question, "Does the flame we see on the top of steamboat chimneys come from the furnace?" this young man at once replied "No; the heated gases take fire as they come in contact with the air."

On protoxyd of nitrogen the following was written : "We can obtain protoxyd of nitrogen by heating the nitrate of ammonia in a flask. The nitrogen in ammonia unites with oxygen in the same compound (ammonia), forming one part of laughing gas, and passes through a tube into a receiver. The nitrogen in the nitric acid unites with one part of oxygen in the same acid, forming another part of laughing gas, and goes into the receiver through the tube. Then the four parts of hydrogen unite with four parts of oxygen, forming four parts of water which remains in the flask. The reaction is as follows
$$\text{N H}_4 \text{ O N O}_5 = 2 \text{ N O} + 4 \text{ H O}."$$

On nitric acid, the following : "The most important of all these acids, except sulphuric acid, is nitric acid. Its symbol in the old

system is N O_5 , but in the new system $\text{H N}_2 \text{ O}_5$. This acid is obtained from the action of sulphuric acid on the potassic nitrate, and the reaction is shown in the following equation :



This acid can dissolve all the metals, except gold and platinum, and is used by druggists for removing warts and other excrescences."

In logic, after the preliminary questions, what is logic? Of what use is logic? What is science? which were satisfactorily answered by the whole class; the following papers were written by different individuals :

"A regular syllogism is an argument which contains three propositions; the major premise, the minor premise and the conclusion. They are arranged in the following way—the major first, the minor second and the conclusion last, for instance :

All animals are mortal;
All men are animals;
Therefore, all men are mortal.

All virtues should be habitually practiced;
Industry and temperance are virtues;
Therefore, industry and temperance should be habitually practiced."

Another, in reply to the question, of what use is syllogism? wrote as follows :

Syllogism does not help us to discover new truths. Induction does that, but it does help us to explain to others what we know. It also helps us to prove the truth of what we say, and disprove the truth of what others say. Thus, if I should say, it is right to "hang," and you should say "no, it is wrong to kill men," I could prove the truth of my statement by the following syllogism :

All God's commands are just and right.

One of God's commands is, that he that smitteth a man so that he die, shall surely be put to death. Therefore, it is right to hang murderers."

On circumstantial evidence one wrote the following :

"Circumstantial evidence is the evidence given not by persons, but by things and events. For instance, when Mr. Nathan's body was found lying dead on the floor, in a pool of blood, with his skull fractured, blood on the walls, some articles of furniture broken, his safe forced open and everything of value taken out, his watch and purse taken from his pocket, and an iron instrument called a 'dog,' lying on the floor in the hall with blood and hair upon it, all these

circumstances told us plainly as the mouth of an eye witness, that Mr. Nathan had been robbed, and in the attempt to save his property had been murdered, by some person or persons unknown, who had escaped; this is circumstantial evidence."

On original testimony the following was written :

Original testimony is that given by a person who learned what he tells through his senses; that is, he either saw it, or heard it, or smelt it, or tasted it, or felt it himself. For instance the testimony given by the conductor and driver of the car, at the trial of Foster, was original; for they told only what they saw and heard.

In history the examination brought out the following papers :

"William Wallace was a Scottish chieftain of small fortune, who lived at the same time that Edward I was King of England. He was a man of great size and strength, and very brave and daring. He loved Scotland dearly and hated England with all his heart. Edward wanted to unite Scotland with England under one king and the same laws; but the Scots hated England as heartily as William Wallace did. So he easily aroused them to take up arms and try to drive the English across the border. An account of all his gallant deeds, his victories and defeats, would fill a book. I can only add that he was at last betrayed to the English by a miserable traitor, taken to London, tried and condemned. He was dragged at the tails of horses, hanged on a high gallows and before he was dead, beheaded and cut into pieces. Thus King Edward destroyed the body of a most gallant gentleman; but Wallace will be remembered in songs and stories as long as there are songs and stories in the English language, and Scotland will hold him dear while her lakes and mountains last."

"Henry III, who might properly be called Henry the weak, was succeeded by his son Edward. Edward was called, not respectfully, Longshanks, because his legs were long and thin; but he proved that his legs were strong enough, and what was better, that his mind was stronger than his legs. At the death of his father, he was in the Holy Land fighting with the Saracens. One hot day he was lying on a couch. A Saracen came in with a letter, and when Edward stretched out his hand to receive it, the chocolate colored villain sprang at him and tried to stab him. The rascal was quick, but Edward was quicker than he, and seized him by the throat, threw him down and killed him with his own dagger. In the struggle, Edward was wounded in the arm and came near dying, for the blade

of the sword had been smeared with poison. But his brave and faithful wife sucked the poison from the wound with her sweet, red lips, and thus saved the life of her gallant husband. Edward conquered Wales and conquered Scotland three times, and his death alone saved that country from complete subjugation."

"Henry VII succeeded Richard III. By the accession of Henry VII, the wars of the roses which for forty years had raged in the kingdom, came to a close by Henry marrying into the House of York. Henry endeavored to teach his subjects frugality and a just payment of debts, by his own practice and example, and never omitted the rights of the merchant in all his treaties with foreign princes. He also endeavored to establish freedom on a broader scale than heretofore. Henry was not destined to live in tranquillity throughout his reign. Shortly after his accession, a pretender arose to give him disquietude and to endeavor to shake him on his throne. The pretender was not permitted to succeed in his plans. He was soon defeated, taken prisoner and made a scullion in the king's kitchen. Such a fate might naturally be supposed to excite fear of undertaking another such expedition. But no! the Dutchess of Burgundy succeeded in teaching a young man named Perkin Warbeck, to represent one of the sons of Edward IV, but his plans likewise failed. Henry VII did more for the advancement of commerce and liberty than any of his predecessors, though it is thought by many that he did it through envy of the nobility and clergy, whose power he endeavored to abridge."

VICTORIA.

This princess ascended the throne in 1837, and still continues to reign, loved by all alike for her domestic virtues, and her fondness for her subjects. Like Elizabeth and Anne, they adore her; and England, during her reign, has nearly reached the summit of her glory. The Saxon still exists, and forms what we call her middle class, comprising the merchants and tradesmen of the towns, the lawyers and doctors, and the bankers. On these England's power rests. If she wants money they supply it. If men, Saxon soldiery fill her ranks. They are hardy and brave, and love their sovereign so long as he is just and kind; but if he attempts to oppress, they rise in a body and hurl their monarch from his throne. Though prospering greatly, she has spent much money in her Crimean and Afghan wars. It was feared during the recent confusion in Europe,

that she would rise to arms, and act either as a mediator to advise, or as a mistress to command. The events of Victoria's reign are so recent that they scarcely yet belong to history. England, nevertheless, has great resources ; her navy is the best in the world, and her wealth is immense. She is a power to which even Rome in the height of her glory is not to be compared ; " a power," which in the words of the immortal Webster, " has dotted over the whole surface of the globe with her possessions and military posts, whose morning drum beat following the sun, and keeping company with the hours, circles the earth with one continuous and unbroken strain of the martial airs of England."

" Henry VIII, upon ascending the throne, possessed none of those qualities kings ought to have. He was a royal villain, a royal pig, a tyrant, and despised by all mankind. This royal pig called himself the " Defender of the Faith ;" yet he had no particular form of religion. During his reign began the reformation, the substitution of the Protestant Church for the Roman Catholic Church. This has been the greatest blessing to the civilized world, for by the reformation the pope lost all his control over England, and many other nations ; and the people, formerly his slaves, are now his equals. But how is it that so wicked a king as he, whose equal in wickedness never sat on England's throne, should have caused this great change ? It is said that from wickedness often proceed great and good changes, and this is true of Henry. This tyrannical monarch had six wives, one died a natural death, two were executed on the scaffold, he was divorced from two, and one outlived him. He died of disease in the midst of his crimes."

In moral science, the question, " What is a moral action ? " elicited the following answers :

" We frequently observe men and animals do things on purpose. We see a man painting, studying and the like, with the intention of profiting by what he does. We see a dog bite the leg of a person, and a bull buck a man and send him flying into the air. On reflection we find that the dog and the bull have not the power of knowing whether they do right or whether they do wrong ; whereas, we know that man has the power of distinguishing the difference between right and wrong. Considering this, we say the action of the man is a moral action ; that of the brute is not a moral action."

" A moral action is any deed intentionally done by a person who knows what is right or what is wrong. A dog cannot do a moral

action, because he does not know what is right or what is wrong. Neither can an idiot nor an insane person, for the same reason; but all the voluntary acts of a person in his senses are moral actions, and are either right or wrong, and he will be rewarded or punished for doing them."

The following reply was given to the question, "Why should we love and reverence God?"

"We should love and reverence God, because God is our Creator, a supreme being, and our Almighty Father. He so much loved the world that He sent His only begotten son into the world to die for all sinners. He is full of mercy and loves us, and has prepared a beautiful home for us when we die, if we love and reverence Him."

"What is prayer?" drew out the following:

"Prayer is the direct intercourse of our spirits with a spiritual and unseen God. The following will express its meaning more than can any words of mine:

'Prayer is the soul's sincere desire,
Uttered or unexpressed;
The motion of a hidden fire
That trembles in the breast.

Prayer is the burden of a sigh,
The falling of a tear;
The upward glancing of an eye,
When none but God is near.'

On benevolence the following was written:

Benevolence is the desire on the part of a person to aid and assist his fellow-men. It is but another and more "genteel" name for Christ's divine "Love one another." Many suppose that to be benevolent is to give large sums of money to the church or to the Board of Foreign Missions, to let everybody alone, provided the same privilege be granted them, and to say big things and nice words at meetings called ostensibly for the aid of suffering mankind. But true benevolence is farther below the surface, and is most sweetly illustrated in the angelic Sisters of Charity. And who that has been through the trials and sufferings of the late war is not willing to rise up and call them blessed?

To the question, "Can we prove the existence of God from the works of nature?" proposed by a visitor, the following answer was given:

The works of nature have been created by some finite or infinite being, or they made themselves. But they are not the works of a

finite being, nor yet have they made themselves. Therefore there must have been made by some infinite being; and this being so, there must be an infinite being existent.

Another pupil wrote the following :

Yes, we can prove the existence of a God by his works, which no other hand could have performed :

“The spacious firmament on high,
With all the blue ethereal sky,
The starry heavens a shining frame,
Their Great Original proclaim.

The unwearied sun, from day to day,
Does his Creator's power display,
And publishes to every land
The work of an Almighty hand.

Soon as the evening shades prevail,
The moon takes up the wondrous tale,
And nightly to the listening earth,
Repeats the story of her birth.

Whilst all the stars that round her burn,
And all the planets in their turn,
Confirm the tidings as they roll,
And spread the truth from pole to pole.”

In geometry, the following proposition was rapidly and correctly demonstrated :

“The square on the hypotenuse of any right angled triangle is equal to the sum of the squares on the other two sides.”

In algebra, the following problems were solved :

“A composition of gold and silver, weighing 279 pounds, loses twenty pounds when immersed in water; nineteen and a half pounds of gold lose one pound in water, and ten and a quarter pounds silver lose one pound when immersed in water. How much gold and how much silver in the composition?”

“Two merchants each sold the same kind of stuff; the second sold three yards more of it than the first, and together they received thirty-five dollars. The first said to the second, ‘I would have received twenty-four dollars for your stuff.’ The other replied ‘And I would have received twelve and a half dollars for yours. How many yards did each of them sell?’

“A gold digger finds that if he puts a mixture of gold and sand in a vessel, it will weigh seven pounds. Filled with gold, it will weigh

ten pounds; with sand, one pound. How many pounds of gold in the mixture?"

These operations were performed with a rapidity and accuracy which showed familiarity with the principles involved.

The exercises of the day were closed by recitations of St. John's account of the restoration of sight of the man born blind, and of the resurrection of Lazarus.

In recalling the especially commendable examination in chemistry, the sound religious sentiments in several cases happily expressed, the ready transcription of portions of Bible history narrative, the facility with which Latin was rendered into English, and the cleverness of the distinction made between natural and revealed religion, I can only renew the expression of surprise which I frequently felt during the examination. Surely, this blessed effort to make up for the absence of hearing and speaking faculties, so efficiently undertaken as the peculiar work of this famed institution, is happily seconded by the pupils themselves. The struggle against disadvantages has given strength to other faculties which the goodness of God has not withheld. Not a few hearing and speaking persons, with abundant provision for instruction, fail to attain to the same degree of mental culture.

It is also due that I commend, as I do, the absence of all signs of weariness or impatience during the protracted examination, the respect and affection manifested toward their accomplished teachers, and the lively interest shown by the pupils in the subjects under consideration. The evidence was eminently satisfactory that they had been well and carefully taught and efficiently trained, and that they were regarded and treated by their teachers with tender and loving consideration. I was impressed by the rapidity with which they were able to pass from one subject to another without being confused, and with their readiness to perceive and correct any error pointed out to them. The interesting day of this examination will not soon be forgotten. The graduating members of the class have my best wishes for their future usefulness, for which they give evidence of being so well qualified, and for their happiness, both here and hereafter.

Respectfully submitted.

GEO. JARVIS GEER.

NEW YORK, June 26, 1871.

Emeritus principal.—Years ago, De l'Epee and the Abbe Sicard disclosed to the world the then astonishing fact that the deaf could be taught. Long and faithfully they labored to perfect their method of instruction, but death at last put an end to their labors, and they passed away to worlds unknown, leaving, as a legacy to their successors, principles upon which the present success and prosperity of our class is founded. Nature could go no farther; her force was spent; to make a third she joined the former two, and, venerable father, nobly hast thou done thy work. No task was too hard for you to undertake, no obstacle too difficult to overcome. Castles of education now tower around you; in the center stands your own with your son at its head. Was ever work more great, was ever a community more blessed? To-day we part; we who have so long partaken of the fruit of your labors; and words cannot express our gratitude. We have bathed our memory in the fabled fountain of youth, and it can never grow old; we have learned to look heavenward, and far beyond, to a blest immortality. "In that closing vision will rise the form of him who said to the poor deaf mute, *ephphatha!* At his touch the long sealed ears will open; not, as here, to jarring sounds, but to the eternal melodies of heaven." Farewell!

Principal and Teachers, who have labored for us, to you I would say, farewell! You will never be forgotten. Thanks for all your labors in your noble efforts to do us good. Through many vicissitudes you have never once relaxed your benevolent care, and in it we were safe; we were happy. One showed her devotion but too well, and she is now with the angels. To the dear man who has been more than a father, it is with eyes dimmed with tears that we bid a final adieu; and it is our sincere hope that he may long be spared for his good work, and in that last great day form the center of the band of happy mutes gathered around God's eternal throne. To one and all a last adieu, and may the blessings of God rest upon you all. Farewell!

Classmates.—There is something strange in the thought that we too must part; we, who have grown up together and been associated in the daily walks of life. But the time has come. Oh! how swiftly; and every lingering tie must be severed. But we go forth, each with a name to make, and a reputation to sustain. Your voyage of life will be attended with many difficulties; dangers will arise and confront you; but despair not;

remember the words of divine advice and instruction daily set before you, and hold no parley with unmanly fears; above all, be ever true to yourselves, your fellow-men, your country and your God.

And our alma mater, may she rise till she meet the sun in his coming. May the earliest light of the morning gild her towers, and parting day linger and play on their summit. Farewell! Farewell!

TESTIMONIALS.

The annexed preamble and resolutions, presented by the committee and adopted by the board, were then read, and the presentation of testimonials in accordance therewith, to the happy recipients, closed a day which will be a green spot in the memory of those present, and we trust will have an influence for good on the pupils who return for further instruction, as well as on those who then went forth to fight the battle of life.

Whereas, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, who have completed the term for which they were respectively selected by the Department of Public Instruction, has been held by the committee appointed for that purpose by the board of directors, and the same having been satisfactory in respect to their attainments and general good conduct, therefore

Resolved, That the following named pupils, viz :

Albert F. Bonney,	Michael Whalen,
Adam Milbier,	Julia A. Whalen,
Mary E. King,	Richard Gelder,
Elbert C. Ketcham,	Charles A. Smith,
Allen Tullock,	Julia Smith,
James T. Pierce,	Charles Burns,
Lewis Frigheit.	Albert A. Dodge,
Mary E. Niver,	Ebenezer J. Cary,
Ellen Brown,	Stephen P. Field,
Emma Terry,	Ellen Wills,
Oscar N. Hotaling,	John Mages,
William H. Willetts,	John F. Matteson,
David Willetts,	John Smith,
Elizabeth A. Barry,	

Who have completed the term of five years, for which they were originally selected as State pupils by the department, be, and they are hereby recommended to the Superintendent of Public Instruc-

tion, to be continued under instruction three years from and after the first day of September next, agreeably to the existing provisions of law.

Resolved, That Harriet McCue, whose term of instruction for which she was selected as a State pupil is now completed, but who has been detained at home for the past two years on account of ill health, be and she is hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for two years from and after the first day of September next.

Resolved, That

William G. Jones,
Jacob J. Siegmán,
Eugene Ehle,
Wilson M. Head,

William Hebing,
Charles Malkmeers,
Charity B. Vogelsang,
Mary E. Hagadorn,

Who have completed the full term authorized by law as State pupils and who have passed a satisfactory examination, be and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission into the High Class.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action in the premises.

Resolved, That in accordance with the provisions of the by-laws of the institution, certificates of good character and scholarship be presented to the following named pupils who have successfully completed the course of five years' instruction, viz. :

Albert F. Bonney,
Adam Milbier,
Mary E. King,
Elbert C. Ketcham,
Allen Tullock,
James T. Pierce,
Lewis Frigheit,
Mary E. Niver,
Ellen Brown,
Emma Terry,
Oscar N. Hotaling,
William H. Willetts,
David Willetts,
Elizabeth A. Barry,
John B. Warne,
Henry A. Heller,

Michael Whalen,
Julia A. Whalen,
Richard Gelder,
Charles A. Smith,
Julia Smith,
Charles Burns,
Albert A. Dodge,
Ebenezer J. Cary,
Stephen P. Field,
Henry Frey,
Ellen Wills,
John Mages,
John F. Matteson,
John Smith,
Elizabeth Dulong,
Mary Fullam.

Resolved, That the following named pupils, who have completed a course of seven years' instruction, are entitled to diplomas, and that the same be given to them, viz. :

Nellie M. Kevitt.

Harriet Sullivan.

Resolved, That the following named pupils, who have completed a course of eight years' instruction, are entitled to diplomas, and that the same be given to them, viz. :

James Sullivan,
Lurissa Place,
Jacob J. Siegman,
Mary J. Gass,
Louisa Neiser,
Charles Malkmeers,
James C. Ritter,
William G. Jones,
Hiram West,
William Hebing,

John F. Partington,
Mary E. Hagadorn,
Eugene Ehle,
Mary E. Mills,
Margaret A. Woolever,
Henry McClave,
Frederick N. Cocaigne,
Harriet A. Lindley,
Charity B. Vogelsang.

Resolved, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz. :

Richard E. Bull,
William T. Collins,

Fort Lewis Seliney,
Mary Fanwood.

Resolved, That the Cary testimonial be awarded to Eugene Ehle.

Resolved, That the gold medal, indicating superior excellence in all the studies pursued in the High Class, be awarded to Fort Lewis Seliney.

Respectfully submitted.

HARVEY P. PEET,
OLIVER S. STRONG,
THOMAS GALLAUDET,
CHARLES A. STODDARD,
AVERY T. BROWN,

Committee of Examination.

INSTITUTION FOR THE DEAF AND DUMB, June 28, 1871.

APPENDIX.

IMPROMPTU EXERCISE BY ONE OF THE PUPILS, REFERRED TO IN THE PRINCIPAL'S REPORT.

The principle of the working of the electric telegraph is very simple. It depends upon the fact that if fine insulated copper wire be wound round a bar of soft iron, the iron bar becomes magnetic, and retains its magnetism as long as a current of electricity is kept running round it through the wire. The iron loses its magnetism as soon as the current stops. Such an arrangement is called an electro-magnet. If steel be substituted for iron, the bar would become a permanent magnet. Instruments used in the art of telegraphy are especially batteries, keys, sounders, registers and wires. Batteries are of various forms. The battery I use is Daniells' form. I prefer it to all others, because of its superior constancy. It is a glass vessel, filled with a solution of blue vitriol, into which is immersed a hollow cylinder of copper, and within this is put a tube of porous earthen-ware, containing water and a few drops of oil of vitriol and a rod of amalgamated zinc. No action takes place until this zinc rod is joined to the copper cylinder by wire, or some conducting substance, when a current of electricity will immediately pass round from the copper to the zinc. If the circuit be broken, the battery ceases to act. The key is an instrument used for breaking and renewing the circuit, and the telegraphic alphabet is nothing but a series of dots and dashes. A dot is made by pressing the key for a moment, and a dash by lengthening the pressure. Every time the key is pressed, the circuit is renewed, and broken every time the key is lifted. The sounder is an instrument for signalling the messages sent. When the key makes a dot, the sounder gives a tap. It is nothing but a bar of soft iron bent in the form of U, and each of its legs is inclosed in coils of fine insulated wire. When a current of electricity is passing through the coils, U becomes a magnet and attracts a lever which swings on a point. The lever is attracted instantly and makes a loud noise. When a dash is made it keeps down longer than when

a dot is made. It falls back to its original place by the force of a spring, as soon as the current of electricity stops. The messages can be thus read, or distinguished by the ear and also by the eye, but for deaf-mutes a register is better adapted. This differs very little from the sounder just described. On one of the ends of the lever is fixed a point which marks the dots and dashes on a strip of paper passing through two rollers and drawn by clock-work arrangement. Thus the message can be easily read by the eye as well as the letters of a book.

ACKNOWLEDGMENTS.

The directors of the institution are under great obligations to the officers of the Erie, Hudson river, New York Central, Rome and Watertown, and Troy and Rensselaer railroads, and to the Troy line of steamers, for taking pupils to their homes at half the usual rates of fare; and to the People's Line of steamers for free passage to Albany. They are also indebted to the Hudson River Railroad Company for many courtesies in the stoppage of trains at the grounds of the institution on special occasions.

They also wish, in behalf of their teachers and pupils, to express their grateful thanks to the publishers of the following

LIST OF PERIODICALS AND NEWSPAPERS SENT TO THE INSTITUTION GRATUITOUSLY FOR THE USE OF THE PUPILS, DURING THE YEAR 1871.

1. *Monthly.*

American Agriculturist, N. Y.
 Atlantic Monthly, Boston.
 Deaf Mute Advance, Jacksonville, Ill.
 Deaf Mute Home Circle, Omaha, Neb.
 Our Record, Buffalo.
 Silent World, Washington, D. C.
 Sunday School Journal, N. Y.

2. *Semi-Monthly.*

Sunday School Advocate, N. Y.

3. *Weekly.*

Deaf Mutes' Chronicle, Columbus, Ohio.
 Frank Leslie's Illustrated Newspaper, N. Y. Two copies.
 Frank Leslie's Chimney Corner, N. Y. Two copies.
 Harper's Weekly, N. Y.
 Moore's Rural New Yorker, Rochester.

New York Ledger, N. Y.
 The Evangelist, N. Y.
 Waverly Magazine, N. Y.
 The Buffalo Courier, Buffalo.
 The Ellenville Journal, Ellenville.
 The Elmira Gazette, Elmira.
 The Radii, Fort Plain.
 The Middletown Mercury, Middletown.
 The Newburgh Journal, Newburgh.
 The Rome Sentinel, Rome.
 The Saratogian, Saratoga Springs.
 The Onondaga Standard, Syracuse.
 The Syracuse Journal, Syracuse.
 The Troy Times, Troy.
 The Rising Sun, Utica.
 The Utica Herald, Utica.
 The Reformer, Watertown.
 The Advertiser, Newark, N. J.
 The Sentinel of Freedom, Newark, N. J.
 The Orange Journal, Orange, N. J.
 The State Gazette, Trenton, N. J.

4. Semi-weekly.

The Albany Journal, Albany.
 The New York Times, New York.
 The New York Tribune, New York.
 The World, New York.

The following periodicals are also received, through the courtesy of individuals, to whom grateful acknowledgment is made :

The New York Weekly (Col. E. Z. C. Judson, "Ned Buntline").
 The Flushing, L. I., Times (Mr. W. E. Schenck).
 The Child's Paper (Miss J. T. Meigs).
 The Trinity College Tablet (Mr. H. W. Syle).

The preceding are all distributed through the librarian of the Fanwood Literary Association, a society composed of the teachers and pupils, from whose funds the following are provided by subscription :

Hearth and Home, New York (weekly).
 The Republican, Springfield, Mass. (weekly).
 Our Young Folks, Boston (monthly).
 Child's Paper, New York (monthly), eight copies.

CHAPTER 325.

AN ACT to provide for the care and education of indigent deaf-mutes under the age of twelve years.

PASSED April 25, 1863.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of such town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseers of the poor of any town, or to any supervisor of the county where such child may be, showing, by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor, if satisfied that the parents or natural protectors of such child are, or such child is, in indigent circumstances, to place such child in the New York Institution for the Deaf and Dumb.

§ 3. The children placed in said institution, in pursuance of the foregoing sections, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed one hundred and fifty dollars each, per year, until they attain the age of twelve years, unless the directors of said institution shall find, as to any such child, that it is not a proper subject to remain in said institution.

§ 4. The expenses of the board, tuition and clothing of such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of one hundred and fifty dollars per year, above allowed, shall be raised and collected as are other expenses for the support of the poor of the county from which such children shall be received ; and the bills therefor, properly authenticated by the principal, or one of the officers of said institution, shall be paid to said institution by the said county ; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

CHAPTER 721.

AN ACT to increase the compensation authorized by the act entitled
 "An act to provide for the care and education of indigent deaf
 mutes under the age of twelve years," passed April twenty-fifth
 eighteen hundred and sixty-three.

Passed April 24, 1867.

*The People of the State of New York, represented in Senate and
 Assembly, do enact as follows :*

SECTION 1. The expenses of the board, tuition and clothing of the
 children under the age of twelve years, placed in the New York
 Institution for the Instruction of the Deaf and Dumb, pursuant to
 the provisions of the 3d and 4th sections of chapter 325, Laws of
 1863, shall, until otherwise directed by law, be estimated at the rate
 of two hundred and thirty dollars per capita, instead of the amount
 therein provided.

§ 2. This act shall take effect on the 1st of September, 1867.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1
 SECTION 9.

Every indigent person, resident in this State, between twelve and
 twenty-five years of age, whose parent or parents, or if an orphan
 whose nearest friend, shall have been resident in this State for three
 years preceding, and who may make application for that purpose,
 shall be received, if deaf and dumb, into the institution for the
 deaf and dumb, provided his or her application be approved by the
 Superintendent of Public Instruction; and in those cases where, in
 his opinion, absolute indigence is not established, he may approve of
 such application, and at the same time may impose conditions
 whereby some proportionate share of the expense of educating and
 clothing such pupils shall be paid into the treasury by their parents
 or guardians or friends, in such way and manner, and at such time or
 times as he shall designate, which condition he may subsequently
 modify as he shall deem expedient.

FORM OF AFFIDAVIT AND APPLICATION.

For the admission of County Pupils.

STATE OF NEW YORK, } ss.:
 COUNTY OF

..... of the town of, in said county, being duly sworn, says that he is the *father* of, a deaf-mute child, residing with deponent, and who was born on the day of ; that in consequence of the straitened circumstances of deponent [*or of the parents of said child*] its morals and comfort cannot be properly cared for in its present situation; and deponent desires that said child be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws of 1863.

Subscribed and sworn to this....day }
 of, 187..., before me. }

FORM OF CERTIFICATE

To be granted by Supervisor or Overseer, to be sent to the Institution.

STATE OF NEW YORK, } ss.:
 COUNTY OF

I have this day selected, of the town of, county of, son [*or daughter*] of, who was born on day of; 18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, for the term of years from the day of, 18..., to be educated and supported therein, during that period, at the expense of the county of, in conformity with the provisions of chapter 325, Laws of 1863.

.....
Overseer of the Poor of the Town of

Dated,, 18...

FORM OF CERTIFICATE

To be sent by the Overseer of the Poor to the Superintendent of Public Instruction, Albany, in the case of candidates for admission twelve years of age and over.

The undersigned, overseer of the poor of the town of, in the county of, do hereby certify that of said town is deaf and dumb. The said was years of age on the day of

18..; is of good moral character, free from disease, and possesses intellectual faculties capable of instruction. The names of the parents of the said are and the said have not sufficient pecuniary ability to pay for the board, tuition and clothing of said, at the New York Institution for the Instruction of the Deaf and Dumb; and I would recommend to the favorable consideration of the Superintendent of Public Instruction.

Dated,, 18...

.....
Overseer of the Poor of the Town of

To the Superintendent of Public Instruction, Albany.

TERMS OF ADMISSION.

I. Pupils are provided for by the institution in all respects, clothing and traveling expenses excepted, at the rate of \$300 per annum. Clothing will also be furnished by the institution, if desired, at an additional annual charge of fifty dollars. Payment is required semi-annually in advance.

II. The regular time of admission is at the close of the vacation which extends from the last Wednesday in June, to the first Wednesday of September. No pupil will be received at any other time, except in very extraordinary cases.

III. No deduction will be made from the annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills, and for the suitable clothing of the pupils.

V. Application from a distance, letters of inquiry, etc., must be addressed, post-paid, to the principal of the institution. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction at Albany, to whom all communications on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the institution by certificate of any overseer of the poor, or supervisor.

VI. Should objection exist to the admission of any individual, the board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the institution. No extra charge is made, in case of sickness, for medical attendance, medicine or other necessary provisions.

It is suggested to the friends of deaf-mute children that the names of familiar objects may be taught them with comparative ease before their admission, and that possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. What is the name of the individual ?
2. When and where was he born ?
3. Was he born deaf ?
4. At what age did he lose his hearing ?
5. By what disease or accident did he become deaf ?
6. Is the deafness total or partial ?
7. Have any attempts been made to remove the deafness ?
8. Is there any ability to articulate or read on the lips ?
9. Have any attempts been made to communicate instruction ?
10. Is he laboring under any bodily infirmity ?
11. Does he show any signs of mental imbecility or idiocy ?
12. Has he had the small-pox or been vaccinated ?
13. Has he had the scarlet fever ?
14. Has he had the measles ?
15. Has he had the mumps ?
16. Has he had the whooping cough ?
17. Are there any other cases of deafness in the family ?
18. Are there any cases of deafness among relatives or ancestors ?
19. What is the name of the father ?
20. What is the name of the mother ?
21. What is the occupation of the father ?
22. What is his post-office address ?
23. Are either of the parents dead ?

24. Has a second connection been formed by marriage?
25. Was there any relationship between the parents previous to marriage?
26. What are the names of their children?

By order of the Board of Directors,

WILLIAM ADAMS, *President.*

THATCHER M. ADAMS, *Secretary.*

SITUATION OF THE INSTITUTION.

The grounds occupied by the institution comprise thirty-seven and a half acres, bounded on the west by the Hudson river, and on the east by the Kingsbridge road. The entrance from the latter is at its intersection with the Tenth avenue, about nine miles from the City Hall.

The institution can be reached by three lines of public conveyance from the city :

1. By the way trains on the Hudson river railway, from Thirtieth street, stopping at One Hundred and Fifty-second street. The institution is about half a mile north of this station.
2. By the Third avenue railroad to Harlem, and thence by cross railroads and cab.
3. By the Eighth avenue railroad to One Hundred and Twenty-fifth street, and thence by cab.

PUBLIC MEETINGS.

While the institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest, when public exercises are held in the chapel, viz.: At the annual election for officers and directors, on the third Tuesday of May, and at the close of the academical term, on the last Wednesday of June, answering to Commencement in other seminaries of learning. The members of the institution are earnestly requested to attend on these occasions, notices of which, as well as of the quarterly meetings, will be given in the newspapers.

FORM OF A BEQUEST.

I give and bequeath to "The New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York, in the year 1817, the sum of dollars.





FIFTY-FOURTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

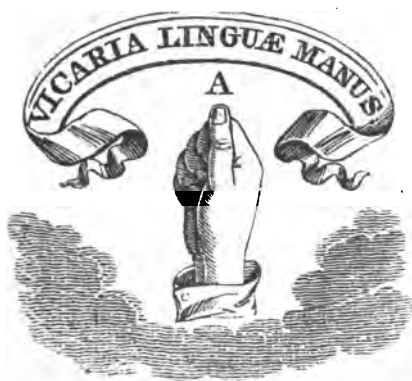
New York Institution for the Instruction
of the Deaf and Dumb,

TO THE

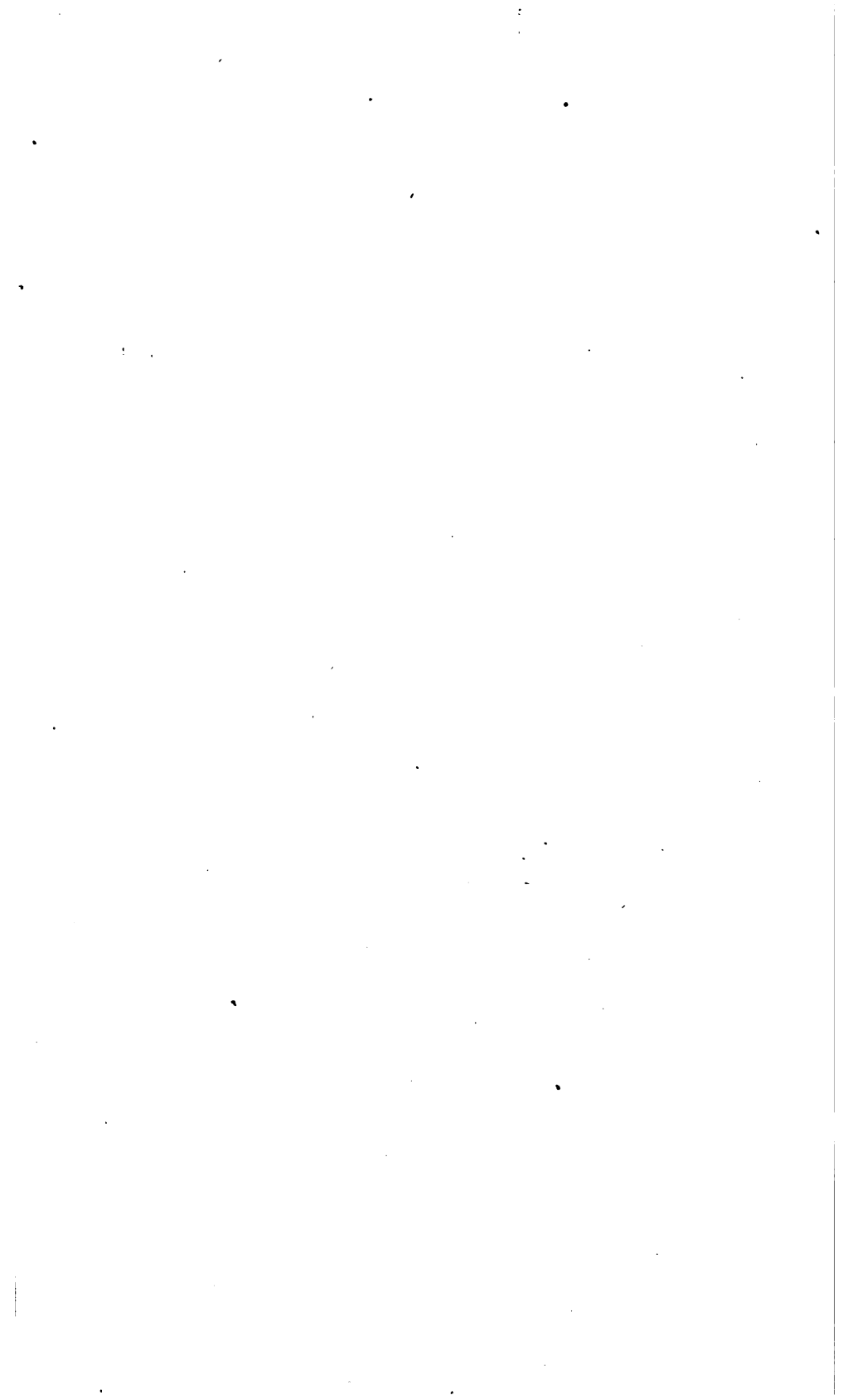
LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1872.

Transmitted to the Legislature January 22, 1873.



ALBANY:
THE ARGUS COMPANY, PRINTERS.
1873.



ALPHABET OF THE DEAF AND DUMB.

A a



B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



N n



O o



P p



Q q



R r



S s



T t



U u



V v



W w



X x



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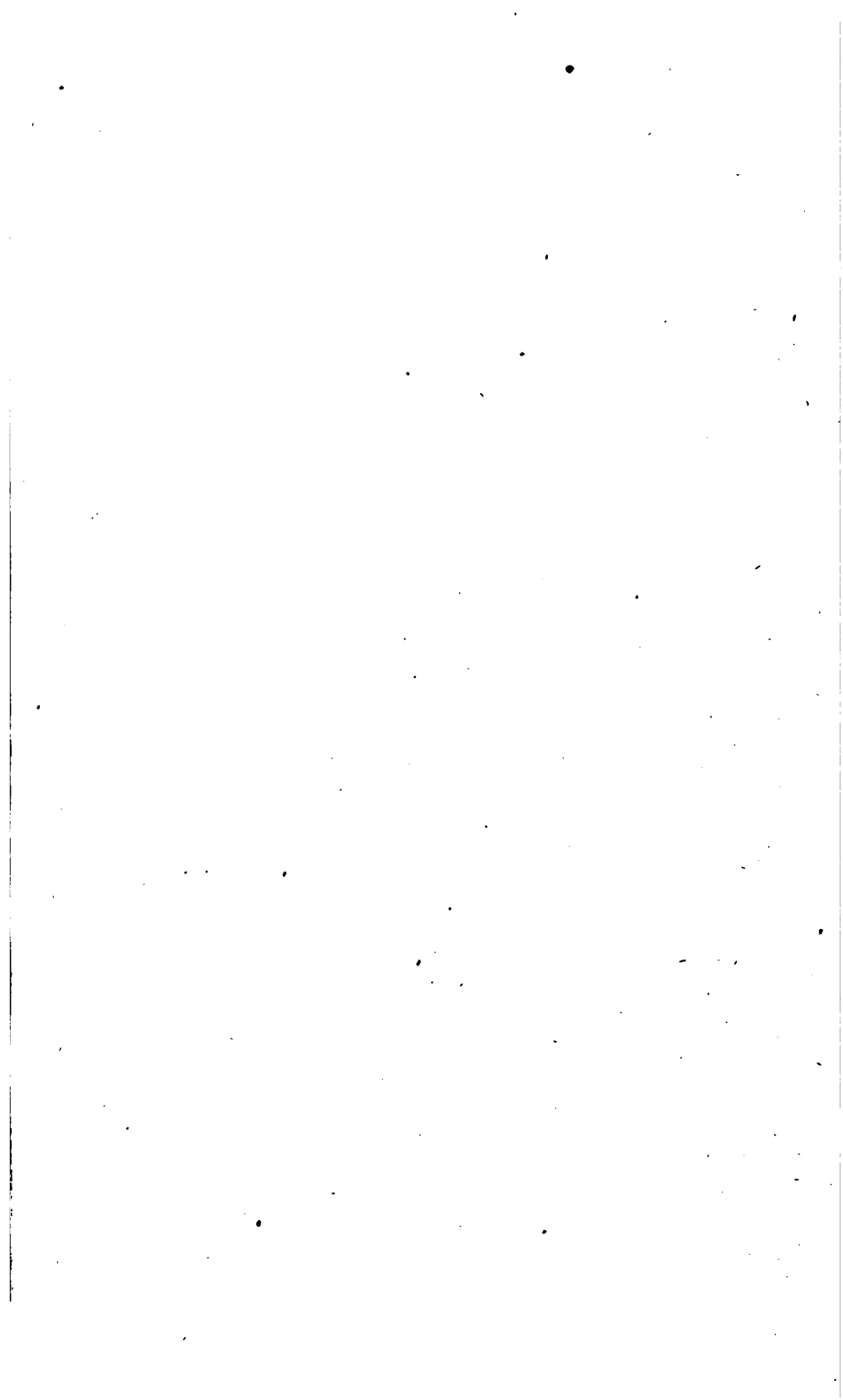


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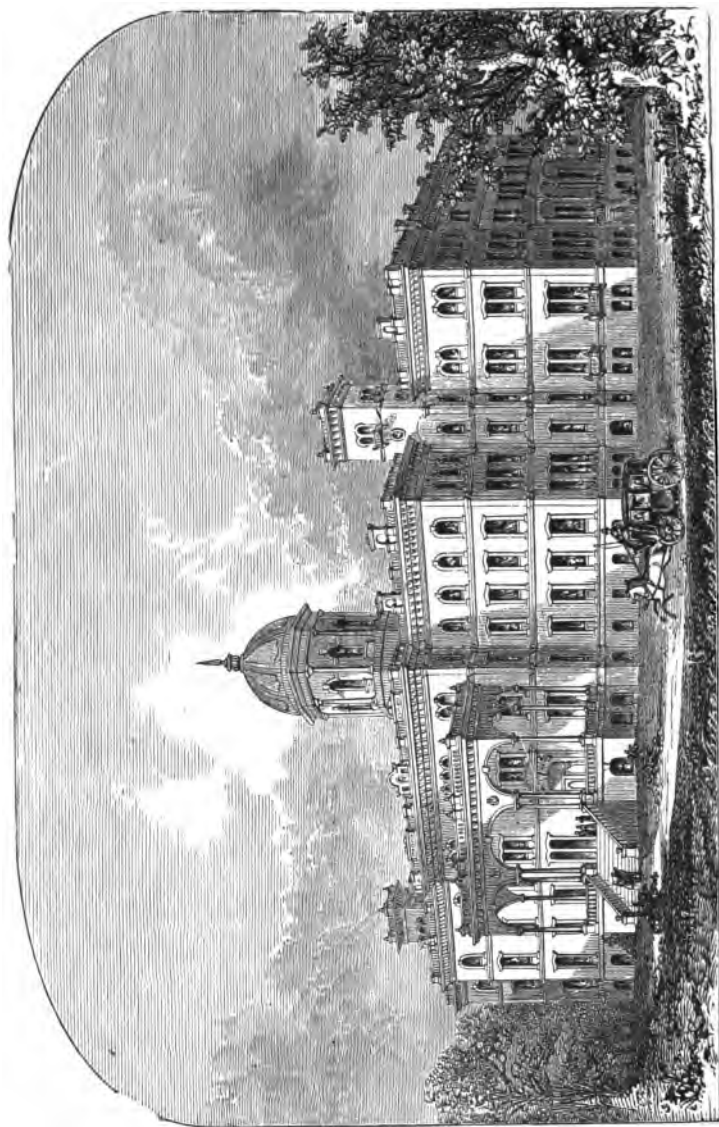


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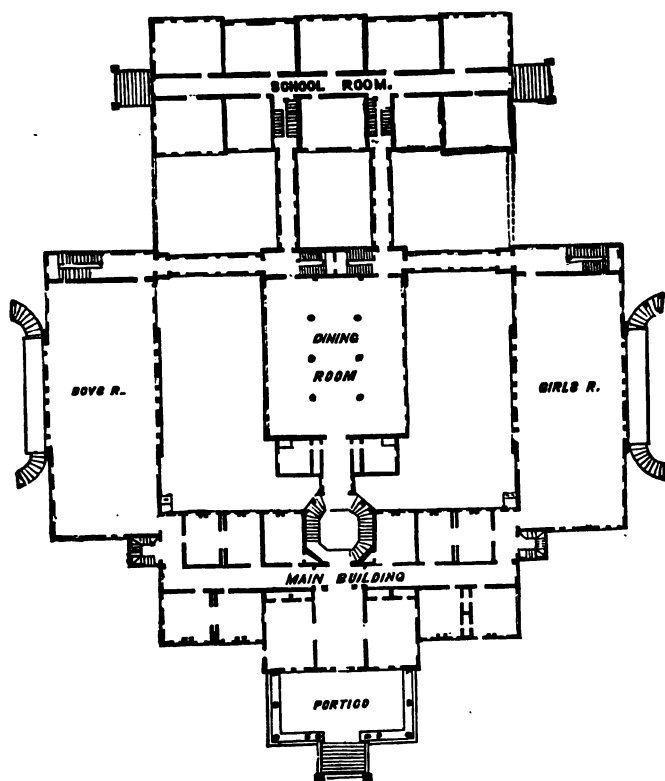








INSTITUTION FOR THE DEAF AND DUMB.



PRINCIPAL FLOOR.
SCALE.



GROUND PLAN.

LADIES' COMMITTEE.

MRS. BENJAMIN H. FIELD.

MRS. F. G. SWAN.

MRS. H. T. BROWN.

MISS JULIA RHINELANDER.

MISS JULIA COOPER.

MRS. ELLEN WALTER.

MRS. JOSEPH W. PATTERSON.

MISS MARY E. HADDEN.

MRS. JAMES W. BEEKMAN.

MISS HARRIET TABER.

MRS. FRANCES COLDEN.

MISS ANN MAURY.

MISS MARY S. JONES.

MRS. EDWARD OOTHOUT.

MRS. ANNA E. BARNARD.

EDUCATIONAL DEPARTMENT.

PRINCIPAL.

ISAAC LEWIS PEET, LL. D.

EMERITUS PRINCIPAL.

HARVEY P. PEET, PH. D., LL. D.

PROFESSORS AND TEACHERS.

OLIVER D. COOKE, M. A.*

JOHN R. BURNET, M. A.

WESTON JENKINS, M. A.

WILLIAM E. CLARKE.

HENRY WINTER SYLE, B. A.

BERNHARD ENGELSMAN.†

FRANCIS D. CLARKE, M. A.

JOHN H. PETTINGELL, M. A.

JEREMIAH W. CONKLIN.

JANE T. MEIGS.§

GILBERT C. W. GAMAGE.

IDA MONTGOMERY.‡

ALBERT P. KNIGHT.

JOSEPHINE L. ENSIGN.

CHARLES S. NEWELL, JR.

ISABELLA H. RANSOM.

ALPHONSO JOHNSON.

HATTIE E. HAMILTON.§

HENRY DENNIE REAVES.

CATHARINE BLAUVELT.

CHARLES W. VAN TASSEL.

MARY HOWELL.

ROWLAND B. LLOYD.

CELIA L. RANSOM.§

THOMAS H. JEWELL.

ANNIE WAGER.

FORT LEWIS SELINEY.

BESSIE V. FITZHUGH.

LUANN C. RICE.

* Instructor of the High Class.

† In charge of the Department of Articulation.

‡ Assistant Instructor of the High Class.

§ Assistant in the Department of Articulation.

Many parents of deaf-mute children would find it impossible to pay \$300 a year for board and tuition at the institution, and yet not be considered "indigent" by the community in which they lived. It is humiliating for such to appear before the overseer of the poor and get the certificate, which must be forwarded to the proper authorities before the child can be placed under education. It is believed that it is only necessary to call the attention of the Legislature to this matter to have, for the future, free education secured for all the deaf-mutes of the State of proper age.

The increase of State pupils beyond the number (350) provided for in the annual appropriations for the fiscal years of 1871-72 and 1872-73, referred to by the principal, should receive early attention and appropriate action from the Legislature. The number of State pupils during the next academic term will probably be increased by the addition of county pupils, whose ages will reach twelve years by or before January, 1874, and by new pupils beyond that age, so as to amount to an aggregate of 408; from which number can be deducted those whose terms will expire in 1873, and those who will leave the institution before the expiration of the term, amounting together to thirty-two, thus leaving 376 State pupils as the number for whom provision may possibly be required. The appropriation for the fiscal year commencing October 1st, 1873, should therefore be sufficient, at the least, to provide for the support of 370 State pupils at the established rate, namely, \$300 for each. The directors respectfully urge that not only this increased provision be made for the future, but, also, that there should be a sufficient amount appropriated in the deficiency bill to pay the loss actually accrued in the past year, and that probable in the year upon which we have entered, owing to the excess above 350 of State pupils.

The important subject of the division of the institution is referred to in the report of the superintendent as well as in that of the principal; and as it has from time to time been spoken of in meetings of the board, it seems proper that a few thoughts from the directors in relation thereto should be expressed here. The most effective division which could be made, under existing circumstances, would be to take from the institution, as at present arranged, the county pupils, being those under twelve years of age, and to place them in a separate building. They would form a family of about 150. The practical question then arises, shall this building be erected upon the property now owned by the institution, or shall a new site be chosen?

The directors have felt, for some time, that the changes of a few years and the improvements now in progress in our immediate vicinity would compel a removal of the institution from its present location.

It would seem best, therefore, to select, as soon as practicable, the new site on which a building for this primary department should first be placed, following it eventually with the buildings which would accommodate the pupils of the higher grades. Removing the little ones to a home and school of their own would place them under much more favorable circumstances for their physical, intellectual and moral culture, and would be an incalculable relief to those having the care of the pupils beyond the age of twelve. It is hoped that this division, so important to the highest interests of the institution, may speedily be accomplished.

From the report of the superintendent it will be seen that great attention has been given, during the year, to the care and improvement of the buildings and grounds. Judicious repairs and alterations have been made, so that the whole property is now in good order, and effectively contributing to the comfort and happiness of those who are connected with the different departments.

In his capacity as medical officer, the superintendent offers, in his report, gratifying evidence that the health of the pupils has been an object of constant solicitude, and that the means used for preserving it in so large a family have been carefully matured.

In the educational department Miss Isabella Vandewater's resignation as teacher has been accepted, and Rev. John H. Pettingell, M. A., has been appointed a professor. This gentleman was formerly connected with the institution, and, therefore, is at once able to take the position of an experienced instructor of the deaf and dumb.

From the reports of the principal and the committee on the annual examination, in addition to the special report of Rev. E. W. Gilman, upon the attainments of the High Class, the board is of opinion that faithful efforts have been continued during another year to educate the pupils intrusted to its general oversight. Those who have shown any capacity for improvement in articulation and lip-reading have been led along to surmount some of the obstacles which will ever be found serious in this department, while all have made advances in overcoming the difficulties of writing the English language correctly. Some have progressed to a remarkable acquisition of the different branches; and all have done something in the way of securing what is called a good common school education.

In conclusion, the directors desire to state again what has been said in previous reports, that, in the management of the great trusts committed to them, they only wish to promote the highest good of the deaf-mute children of the State, and are ready to adopt all such methods as experience shall prove to be of value in this important department of education.

By order of the board of directors.

WILLIAM ADAMS,
President.

THATCHER M. ADAMS, *Secretary.*

TREASURER'S ACCOUNT FOR 1872.

EXPENDITURES FOR GROCERIES AND PROVISIONS.

Apples, 35 bbls.....	\$148 25
Barley.....	36 00
Beans, 23 bbls.....	237 69
Butchers' meat, 99,951 lbs.....	11,687 83
Butter, 20,767 lbs.....	7,239 84
Berries, 734 qts.....	113 95
Cabbages, 250.....	27 00
Cartage.....	570 45
Canned fruit and vegetables.....	125 22
Chickory, 455 lbs.....	66 30
Cheese, 572 lbs.....	98 10
Cider, 2 bbls.....	14 50
Currants, 75 lbs.....	10 05
Coffee, 2,895 lbs.....	836 26
Crackers, 23 bbls.....	144 23
Cranberries, 4 bbls.....	41 25
Codfish, 11 quintals.....	71 80
Cream tartar.....	11 56
Dried fruits.....	124 93
Extracts lemon and vanilla.....	16 00
Early vegetables.....	64 84
Eggs, 679 doz.....	205 42
Flour, 640 bbls.....	6,075 75
Flour (Graham).....	28 17
Farina and corn starch.....	25 69
Fresh fish, oysters and clams.....	586 20
Ginger, 49 lbs.....	12 25
Gelatine.....	10 13
Grapes, 513 lbs.....	41 91
Hams and other smoked meats.....	1,376 67
Hops and malt.....	87 20
Horse-radish.....	7 90
Hominy and Indian and oat meal.....	303 05

Carried forward..... \$30,446 39

Brought forward	\$30,446 39	
Ice	211 07	
Ice cream.....	15 00	
Lard, 1,717 lbs.....	184 42	
Lemons and oranges	68 97	
Mackerel, 7 bbls.....	89 25	
Molasses, 2,543 galls	1,826 59	
Manioca, 1 box.....	9 00	
Milk, 59,060 qts	3,923 20	
Mustard, 155 lbs.....	60 16	
Pepper, 108 lbs.....	34 95	
Potatoes, 471 bbls.....	1,042 25	
Potatoes (sweet), 40 bbls.....	147 50	
Prepared cocoanut.....	14 40	
Pickles	38 43	
Peaches, prunes and pine-apples.....	112 61	
Pork, 26 bbls.....	419 15	
Quinces, 1½ bbls.....	14 00	
Raisins, 5 boxes	17 70	
Rice, 4,526 lbs.....	352 11	
Salt, 16 sacks.....	45 85	
Saleratus	8 00	
Smoked fish, 102 lbs	16 36	
Sugar, 23,335 lbs.....	2,725 87	
Spices	27 19	
Tea, 1,508 lbs.....	1,099 45	
Tapioca, 25 lbs	2 50	
Turnips, 41 bbls	87 00	
Vinegar, 11 bbls.....	160 35	
Yeast	39 25	
		<u>\$43,238 97</u>

SALARIES AND WAGES.

Principal, professors and teachers.....	\$28,076 62	
Superintendent	\$3,500 00	
Steward and assistant	2,954 28	
Matron and assistants ..	1,299 36	
Supervisor and assistant	1,505 00	
Housekeeper, baker and cooks...	1,619 80	
Waiters, chambermaids and la- borers	8,633 44	
		<u>19,511 88</u>
		<u>47,588 50</u>
Carried forward		\$90,827 47

Brought forward \$90,827 47

CLOTHING.

Alpaca, 293 yds.....	\$69 77
Aprons, 8 doz	20 00
Buttons	20 99
Bathing sponges.....	11 75
Bishop lawn, 60 yds.....	18 00
Braid, binding and laces.....	13 38
Cash advanced pupils	917 83
Cambric, 611 yds.....	64 08
Cassimere and satinete, 2,327 yds.....	2,091 49
Collars (paper), 7 M.....	65 00
Collars (linen), 4½ doz.....	6 57
Combs, 34 doz.....	30 32
Corsets, 8½ doz	64 00
Coats, 17.....	109 00
Cord and elastic.....	12 75
Dress goods, 538 yds.....	112 02
Dress trimmings.....	17 79
Drawers, 18½ doz	146 03
Denims, 120 yds.....	21 69
Delaine, 35 yds.....	7 05
Empress cloth, 45 yds.....	23 89
Expressage	59 50
Flannel, 1,078 yds.....	421 20
Funeral expenses	30 00
Gloves, 15½ doz.....	37 58
Gingham, 84 yds.....	12 71
Hair nets, 8 doz.....	5 70
Handkerchiefs, 31 doz.....	50 19
Hats (girls'), 7 doz.....	81 70
Hats and caps (boys') 26 doz.....	167 70
Hose and half hose, 78 doz.....	262 50
Hoods, 2 doz.....	15 63
Hooks and eyes.....	3 10
Jackets (linen), 22	27 50
Jean, 151 yds.....	21 44
Knitting yarn.....	4 96
Linen thread.....	1 50
Marking ink	4 75
Machine silk	13 50

Carried forward.....	\$5,064 47	\$90,827 47
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Brought forward	\$5,064 47	\$90,827 47
Mittens, 24 doz.....	64 50	.
Muslin, 2,900 yds	447 28	
Needles, 5 M.....	9 25	
Neck-ties, 19½ doz.....	34 33	
Pantaloon, 10 pairs.....	40 00	
Pants (linen), 24 pairs.....	37 50	
Pins, thimbles and tape.....	18 93	
Pique, 79 yds	21 72	
Print, 1,126 yds.....	251 59	
Plaid, 36 yds.....	7 90	
Poplin, 39 yds.....	9 81	
Shoes, 11 pairs	30 75	
Sewing machine repairs.....	13 14	
Scissors and sharpening	12 48	
Shawls, 12	39 75	
Shirts and undershirts, 19½ doz.....	164 28	
Shoe blacking and brushes.....	32 67	
Serge, 72 yds.....	14 40	
Skirts, 2 doz	17 00	
Spool cotton, 107 doz	76 85	
Suspenders, 6 doz.....	13 00	
Suits clothing (166).....	1,586 50	
Trunks and traveling bags	46 90	
Vests.....	12 50	
Leather and findings, shoe shop		
account.....	\$3,144 60	
Wages of shoemaker and ass't... ..	1,180 08	
	<hr/>	4,324 68
Trimmings, tailor shop acc't.....	\$1,065 93	
Wages tailor and assistant.....	892 58	
	<hr/>	1,958 51
	<hr/>	14,350 69

FURNITURE.

Bath brick.....	\$4 25	
Baskets and repairing	25 70	
Bedsteads, 7.....	69 00	
Blankets, 260 pairs.....	816 00	
Brooms, 32 doz.....	117 50	
Brushes, 20 doz.....	107 10	
Burlaps, 192 yds.....	34 65	
Carpeting, making, binding and tacks.....	292 42	
	<hr/>	
Carried forward	\$1,466 62	\$105,178 16

Brought forward	\$1,466 62	\$105,178 16
Cartage	87 00	
Chairs and stools, 26 doz	250 25	
Clocks and repairing	35 50	
Crockery	324 27	
Damask, 325 yds	204 09	
Desk standards and braces, 52 pairs.....	143 50	
Enameled cloth, 3 pieces.....	27 93	
Insect powder and paste.....	25 10	
Knives and forks	43 04	
Lanterns.....	2 65	
Looking-glasses.....	68 72	
Manilla paper.....	17 85	
Mattress	24 00	
Mattresses remade, 304.....	244 03	
Mats and rugs, 8	25 70	
Matting, 229 yds. (zinc ends).....	230 21	
Moss, 432 lbs.....	79 29	
Mops, 2 doz.....	9 00	
Mouse and rat traps.....	4 75	
Needles	3 70	
Napkins	33 20	
Oil-cloth.....	126 56	
Oxalic acid.....	80	
Pails, 5 doz	27 10	
Pictures and cord	23 52	
Pillows	37 92	
Quilts, 205.....	259 00	
Repairing ranges and stoves	82 35	
Repairing tinware	94 53	
Repairing furniture	68 19	
Sad-irons.....	13 60	
Sheeting, 1,237 yds.....	241 23	
Sheeting (rubber), 45 yds.....	47 51	
Sheet-iron ware.....	39 00	
Stoves and stove polish.....	36 50	
Straw for bedding	193 47	
Small wares.....	20 54	
Table castor.....	4 50	
Table mats and covers	12 83	
Tea and table spoons, 40 doz.....	50 53	
Ticking, 88 yds.....	18 42	

Carried forward

\$4,748 50 \$105,178 16

Brought forward	\$4,748 50	\$105,178 16
Tinware	125 55	
Thermometers, 3 doz.....	9 90	
Thread	3 80	
Toweling, 1,900 yds.....	258 73	
Tuning piano.....	2 00	
Vases, 2	4 00	
Window-shades and repairing.....	255 07	
Whiting.....	40	
	<hr/>	5 407 95

BUILDING AND REPAIRS.

Plumbing, steam-fitting and general pipe work	\$4,003 34	
Balance on ventilating apparatus.....	2,984 59	
Carpenters' wages	2,632 10	
Painting and glazing.....	1,760 60	
Lumber	1,529 02	
On account contract, addition to laundry...	1,500 00	
Two piazzas, school building.....	1,500 00	
On account contract, building front piazza..	1,200 00	
Mason work and material.....	1,082 98	
Sewerage	718 74	
Services of architect.....	641 99	
Kalsomining and whitewashing.....	596 50	
Bluestone flagging.....	496 23	
Building hardware and tools.....	493 28	
Road gravel	447 00	
Repairing roofs, gutters and leaders	390 99	
Gas regulator	200 00	
Wood moulding, sash and doors.....	129 23	
Repairing steam-pumps	120 60	
Labor	107 00	
Blacksmithing	103 38	
Cartage	87 25	
Felting steam-pipes.....	78 60	
Repairing sinks	76 30	
Repairing steam-boilers	71 86	
Iron sills and lintels.....	35 14	
Steam fittings.....	26 66	
Repairing ice room	23 05	
Weather strips	18 00	
	<hr/>	
Carried forward	\$23,054 43	\$110,586 11

NEW YORK INSTITUTION FOR THE DEAF AND DUMB. , 19

Brought forward	\$23,054 43	\$110,586 11
Cleaning vaults	10 00	
Repairing steam-gauge and chest.....	7 25	
Rope	4 05	
Wire screens.....	3 20	
	<hr/>	23,078 93

FUEL AND LIGHTS.

Anthracite coal, 1,064 tons.....	\$4,905 41	
Gas, 756,806 cubic feet.....	2,536 95	
Carting coal from dock to yard	497 67	
Charcoal, 253 bbls.....	215 05	
Shoveling and hoisting coal.....	84 25	
Sperm oil, 21 gallons.....	39 60	
Candles, 112 lbs.....	22 30	
Matches, 5 gross.....	16 25	
Gas meter	15 00	
Coal shovels, 2.....	2 44	
Wages of engineer and assistants	1,570 00	
	<hr/>	9,994 92

STABLE.

Hay, 13 tons.....	\$434 97	
Rockaway carriage	404 50	
Oats, 242 bags.....	375 34	
Horse	300 00	
Depot wagon	250 00	
Baggage wagon	130 00	
Horse-shoeing	110 87	
Repairing wagons	117 32	
Repairing harness	68 00	
New harness, 1 set.....	65 00	
Horse blankets and stable tools	22 48	
Ground feed, 20 bags	16 90	
Lap-robe.....	5 50	
Wagon grease	1 95	
Wages of stablemen.....	458 00	
	<hr/>	2,760 83

WASHING.

Hard soap, 18,380 lbs.....	\$1,305 88	
Washing fluid, 2,017 galls.....	544 52	
Starch, 2,074 lbs.....	188 86	
White sand	49 50	
	<hr/>	
Carried forward	\$2,088 76	\$146,420 79

Brought forward	\$2,088 76	\$146,420 79
Clothes baskets, 2 doz.....	36 00	
Castile soap, 172 lbs.....	26 99	
Blueing, 4 gro.....	25 90	
Cartage	14 75	
Clothes lines and pins.....	11 00	
Sal soda	4 20	
Wages of washerwomen.....	2,035 20	
		4,242 80
Gardener's wages, seeds, manure, etc.....	1,115 46	
Medicines, and wages of nurse	702 49	
Books, slates and stationery for schools.....	2,372 77	
Rent of Blind Asylum premises temporarily occupied....	750 00	
Post-office and revenue stamps	326 90	
Stock and tools, cabinet shop.....	279 84	
Railroad, stage fare and carriage hire	161 41	
Subscription to American annals.....	160 00	
Office safe	125 00	
Printing and advertising.....	85 38	
Expenses of delegation to Boston, Northampton and Hartford.....	67 75	
Books and stationery.....	65 00	
Expenses of delegations to Albany	59 68	
Expenses of pupils to American Institute fair.....	37 50	
Freight and expressage.....	29 35	
Inclosing plot in Trinity Cemetery	28 00	
Manilla paper and twine.....	26 10	
Office newspapers.....	20 95	
Intelligence offices.....	12 40	
Directory	9 00	
Telegrams.....	4 38	
Notary public.....	2 75	
Gratuity to Mrs. M. E. Totten	250 00	
Expense collecting draft on Comptroller.....	26 04	
Insurance.....	2,325 23	
Debit balance from last account.....	8,915 67	
		\$168,622 64
Balance in hands of treasurer September 30, 1872	5,340 60	
		<u>\$173,963 24</u>

RECEIPTS.

From Comptroller of State, for State pupils' board and tuition	\$105,000 00
From Comptroller of the city of New York, for clothing State and support of county pupils from said city, for 1871 and 1872	29,973 54
From Treasurer of State of New Jersey, for board, tuition and clothing of pupils from said State	9,443 57
From treasurers of the following counties, for the support of county and clothing State pupils:	

	Support of county pupils.	Clothing State pupils.	Total.
Albany.....	\$1,054 17	\$72 50	\$1,126 67
Allegany	555 84	60 00	615 84
Broome .....	.....	30 00	30 00
Cattaraugus .....	.....	120 00	120 00
Chautauqua.....	230 00	150 00	380 00
Chemung	460 00	90 00	550 00
Chenango .....	.....	120 00	120 00
Clinton.....	.....	60 00	60 00
Columbia .....	.....	60 00	60 00
Delaware.....	132 25	12 75	145 00
Dutchess	230 00	60 00	290 00
Erie	768 52	229 75	998 27
Essex .....	.....	30 00	30 00
Franklin.....	.....	100 84	100 84
Fulton .....	.....	30 00	30 00
Genesee .....	.....	60 00	60 00
Greene	230 00	90 00	320 00
Herkimer	230 00	30 00	260 00
Jefferson .....	.....	150 00	150 00
Kings.....	2,179 89	1,121 36	3,301 25
Livingston.....	.....	60 00	60 00
Madison	1,233 06	93 75	1,326 81
Monroe.....	.....	240 00	240 00
Montgomery .....	.....	30 00	30 00
Niagara	230 00	30 00	260 00
Oneida	920 00	90 00	1,010 00
Onondaga (less exch.),	394 51	368 42	762 93
Ontario.....	230 00	30 00	260 00
Orange	565 41	256 25	821 66
Orleans.....	230 00	60 00	290 00

Carried forward.. \$9,873 65 \$3,935 62 \$13,809 27 \$144,417 11

	Support of county pupils.	Clothing State pupils.	Total.
Brought forward,	\$9,873 65	\$3,935 62	\$13,809 27
Oswego	624 20	201 42	825 62
Queens	945 56	40 92	986 48
Rensselaer	802 48	105 34	907 82
Richmond	199 97	120 00	319 97
Rockland	460 00	90 00	550 00
Saratoga	364 17	60 00	424 17
Schenectady .....	.....	60 00	60 00
Schuyler	460 00	60 00	520 00
Schoharie	502 18	114 50	616 68
Seneca	330 29	30 92	361 21
St. Lawrence	230 00	90 00	320 00
Steuben .....	.....	30 00	30 00
Suffolk .....	.....	180 00	180 00
Sullivan	460 00	30 00	490 00
Tioga	230 00	.....	230 00
Ulster	1,049 06	90 00	1,139 06
Warren .....	.....	30 00	30 00
Washington .....	.....	30 00	30 00
Wayne .....	.....	210 00	210 00
Westchester	182 73	126 17	308 90
Wyoming	9 58	118 75	128 33
Yates .....	.....	30 00	30 00
	<u>\$16,723 87</u>	<u>\$5,783 64</u>	<u>22,507 51</u>

From paying pupils for board and tuition	4,871 78
From pupils clothed by friends for clothing furnished....	579 12
From sales grease, bones and swill	385 25
From sales coal and gas	335 74
From sales lumber, and labor	158 10
From sales empty barrels	148 74
From sales furniture	100 00
From sales work from shoe shop	78 75
From sales cabinet shop	74 80
From sales tailor's shop	61 86
From sales old iron	41 00
From sales dry goods	40 44
From sales rags	24 32
From sales potatoes	14 75
From sales books	5 17

Carried forward \$173,844 54

Brought forward	\$173,844 54
From discount on bills	92 03
From donation of Christian Investor	26 77
	<hr/>
	<u>\$173,963 24</u>

STATE OF NEW YORK, }
CITY AND COUNTY OF NEW YORK, } ss.:

Joseph W. Patterson, of said city, being duly sworn, says that he is the treasurer of the New York Institution for the Instruction of the Deaf and Dumb; that the foregoing account, to the best of deponent's knowledge and belief, is true and just in every particular, and further saith not.

JOSEPH W. PATTERSON,
Treasurer.

Sworn to before me this 12th }
day of November, 1872. }

S. B. CHITTENDEN, Jr.,
Notary Public, Kings Co.

REPORT OF THE PRINCIPAL.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN.—I herewith respectfully present the report required at my hands, for the year ending September 30, 1872.

NUMBER OF PUPILS.

On the 30th of September, 1871, there were on our rolls the names of 534 pupils,

	Males.	Females.	Total.
Divided as follows	323	211	534
There have been admitted since.....	39	36	75
Making the number during the year.....	362	247	609
Of these, have retired.....	68	32	100
Leaving on the 30th of September, 1872.....	294	215	509

Of these, 329 are beneficiaries of the State, 131 of the counties, and thirty-three of the State of New Jersey; fourteen are supported by their parents or guardians, one by the scholarship known as the Frizzell fund, and for one no provision has yet been made.

Of the 100 who have left, 79 were supported by the State of New York, seven by the counties, seven by the State of New Jersey, six by their friends and one by the Frizzell fund.

The terms of thirty-one from the State of New York, and of six from the State of New Jersey, have expired; six pay pupils have been removed by their friends, two have been prematurely cut off by death, and fifty-five, of whom forty-six were beneficiaries of the State of New York, have left previous to the expiration of the period for which public provision has been made for their maintenance and education in the institution.

RELATIONS OF PARENTS TO THE INSTITUTION.

Of those last mentioned, it is probable that a number may return before the expiration of the coming year, but there are others who, for various reasons, have ceased to be pupils.

In some cases, a delicate constitution has made it appear necessary that study should give place to active employment. To others such favorable opportunities have offered to enter upon their life-work, that, in the opinion of their friends, it is undesirable that they should continue longer at the institution. While, in still other cases, considerations of comparatively little moment have been held paramount to the real welfare of the child. The apathy of many parents to the advantages which are here offered for the education of their children is one of the chief difficulties with which we have to contend. This shows itself in the disposition to retain their children at home for weeks, and sometimes for months, after the annual vacation has ended; in the pressure which they bring to bear upon the principal for permission to remove them for a longer or shorter period during the progress of the academical year; in the premature removal of the children just as they have reached the point where their future attainments are most promising; and, too often, in retaining them at home uneducated till the hopelessness of their lot and their absolute inferiority to all their associates stares them in the face, and makes them anxious to secure some benefit at a time when their verbal memory is comparatively feeble, and their ability to acquire a knowledge of written language is proportionally slight.

Of the pupils who have entered the institution since the date of the last annual report, five are upward of eighteen years of age, one young man having reached the age of twenty-two years and another that of thirty.

LIMIT OF AGE.

The last one mentioned has passed the limit which has been affixed by law to control the action of the Superintendent of Public Instruction in the selection of pupils to be supported at the expense of the State. The object of the limitation evidently was, not only to discourage parents from keeping their children away from school till they had passed the most docile period of their lives, but also to prevent the needless expenditure of public money in maintaining, at a place of education, a class of persons too old to receive benefit at all in proportion to the cost of conferring it.

Cases analogous to that of this young man could not, however, have been affected by either of these considerations. Born in Sweden, he was brought to this country by his parents, who, seized by the cholera, died suddenly in a town on the borders of Lake Erie, in the western part of the State, leaving their young children to the charity of strangers. Hearing a very little with one ear, he learned to speak

detached words, by means of which he was enabled to hold a limited intercourse with hearing persons. He was apprenticed to a tailor in Jamestown, Chautauqua county, N. Y., and became an adept in the art. By earnest efforts on his own part, aided by the desultory assistance he received from acquaintances, he acquired an ability to write a few simple sentences, and a knowledge of the addition of figures. Learning, through a mutual friend, of the circumstance of my being in Chautauqua county, in the course of the recent summer vacation, he expressed a strong desire to call on me, and, at my invitation, availed himself of a favorable opportunity of doing so. Such was his evident thirst for knowledge, and his desire to become a man among men, that I became very much interested in him, and, when he said he should like to become a pupil in the institution, I determined that he should have the benefits of an education, and accordingly brought him with me on my return, feeling that it would be safe for me to assume the responsibility of his bills. He is a young man of great natural refinement, and his associations with the officers of the institution and with his fellow-pupils, during the month he has been with us, have been dictated by a spirit which makes him an example to those who, though his junior in years, are his seniors in attainments; and the earnestness and zeal with which he has entered upon the acquisition of knowledge promise the most favorable results. His seemed to me a case which came within the spirit of the law, and I addressed a letter of inquiry to the Superintendent of Public Instruction, whose interest in the cause of deaf-mute instruction and in the welfare of our pupils was to me a guarantee that the question would receive as favorable a consideration as his duties as a public officer would permit. He felt obliged to decide that the young man could not be supported at the institution under the general law, but expressed the opinion that the Legislature would be willing to make special provision in the supply bill to meet the difficulty. I would recommend that action to this end be taken by the appropriate committee of the board.

FREE EDUCATION TO ALL.

Another case has recently been brought to our notice which cannot be met in this way, and would seem to illustrate an imperfection in the general law, which it is high time should be remedied.

A farmer in this State owns 120 acres, on which there exists a mortgage of about \$7,000, the annual interest of which he is obliged to pay from the products of his land, which are his only

means of support. Having a deaf-mute daughter, twelve years of age, he applies to the overseer of the poor, who is the officer prescribed to satisfy the Department of Public Instruction of the indigence of the parents who seek gratuitous education for their deaf-mute children, and he refuses to give him the necessary certificate, on the ground that he is the owner of real estate, and cannot, therefore, be called indigent in the ordinary acceptation of the term. The father declares, with sorrow, that the child must, then, grow up in ignorance, as he finds it difficult, even without this additional burden, to make both ends meet.

The remedy is obviously to abolish the word "indigent" from the statute affecting State pupils, making the education of the deaf and dumb free to all.

The number of pay pupils, already mentioned, is fourteen, from which must be deducted nine who are residents of other States and countries, leaving only five from the State of New York, of whom three are below and one is above the age at which they could be received as State pupils. There is, therefore, only one who would be supported by the State if the clause of indigence were removed, and that one is in such able pecuniary circumstances that he would probably pay, in any event, for his board and tuition.

The argument in favor of retaining the clause does not, then, involve any injustice to the State, while there are many reasons why the education of the deaf and dumb should, within certain limits, be made free to all.

And, 1st, There are probably many pupils who are detained at home beyond the best age for instruction, because their parents, though unable to meet the expenses of their children at the institution, are yet unwilling to go before the overseer of the poor and confess their poverty. This may not be a mere matter of pride. To make such confession may affect their commercial standing, as was the case with one deaf-mute, whose father claimed that, though he could not possibly spare the amount necessary for the education of his child away from home, yet it was possible for him to sustain his credit and make a living for himself and family, while if he should go before the overseer of the poor and make the declaration required to obtain a certificate to be sent to the Department of Public Instruction, he could get no one to trust him and he would be obliged to suspend business.

2d. There are many others who are removed from the institution before they have had sufficient education to remedy the consequences

of their great defect, because their parents feel unequal to the burden imposed upon them by the continued support of their children in the institution.

3d. It places it in the power of an overseer of the poor absolutely to prevent, as in the case already cited, the education of a poor deaf-mute.

4th. The law, as it stands, makes an invidious distinction between rich and poor; against the former, because they cannot derive benefit from the taxes which they pay for the education of the deaf and dumb; against the latter, because they are officially recognized as destitute of means.

5th. It is inconsistent with the spirit of free education to all.

6th. It places the State of New York in a position to compare unfavorably, in this respect, with the States of Ohio, Indiana, Illinois, Michigan and some others.

FREE SCHOLARSHIPS.

Even with such generous provision, however, there will always be cases which cannot be met by the operations of general law, guarded as this must be by limitations of age, term of instruction, residence, and the like.

The Frizzell fund, which is adequate to the support of a single pupil, is an illustration of this, being an instance of the wisely applied benevolence of a single individual, the late Thomas Frizzell Thompson, who bequeathed it to the institution with instructions that the income derived from it should be applied, year after year, to the education of some deaf-mute, who should thus owe to his bounty his prospects of happiness and usefulness.

The last incumbent of this scholarship was originally a pay pupil from Virginia, who entered the institution from preference. Owing to the late civil war, the means of the parents became exhausted, and the institution which the State of his birth had established for the education of her indigent deaf-mutes had to be suspended, so that he could not have recourse to that provision to complete his education.

In this exigency, he was selected by the directors as a suitable pupil to enjoy the benefits of the Frizzell fund, then fortunately at their disposal, and such was his merit and diligence that he was able to complete a three years' course in the high class and graduate with honor to himself on the closing day of the last term.

The vacancy thus created was filled by the appointment of one of the State pupils, a young man of bright promise, who had exhausted

the public provision made for his education in completing the ordinary course of instruction in the high class, but was desirous of carrying his studies still further in connection with the institution. The next incumbent will probably be the young man in whose behalf I have asked you to use your influence with the next Legislature.

Could several such funds be established, there is no question that there would be applicants for them all, and I suggest it as an appropriate object of presentation to those wealthy citizens who would be glad to know how they could render substantial aid to the cause of deaf-mute education, without relieving the State of the obligations they consider incumbent upon her.

HOME FOR AGED AND INFIRM DEAF-MUTES.

In this connection, it may not be inappropriate to allude to a work which has been specially identified with the name of Rev. Thomas Gallaudet, D. D., rector of St. Ann's Church for Deaf-mutes. An organization of benevolent gentlemen has been formed in this city, called the Church Mission to Deaf-mutes. One of its objects is to furnish opportunities for religious worship in the sign language, at stated intervals, to educated deaf-mutes, in different parts of the country; another to solicit for them situations in which they can make themselves useful and independent when circumstances make it difficult for them to meet with success in this direction by their own unaided efforts; and a third, to establish a home, wherein can be received and surrounded with comforts and consolations those friendless ones among them who, by reason of age or other infirmity, are unable to secure support outside of the alms-house. Of the ecclesiastical features of the mission, it does not become me to speak, as this institution is not identified with any special denomination of Christians, seeking rather to furnish the basis of character and knowledge which will fit its pupils to be received into any one of the mansions of the Redeemer's kingdom which their domestic relations may render most desirable for them; but I am thoroughly in sympathy with the practical features of the scheme, and would bespeak for it the active co-operation of the benevolent of all shades of religious belief. This is the part of the work in behalf of deaf-mutes which has hitherto been unorganized.

The State undertakes their preparation for usefulness by providing them with education, thus assuring her own security by converting a class of ignorant and irresponsible human beings into intelligent, law-abiding citizens; the church takes them by the hand as it does

others, and Christian benevolence supplements the work of both by extending aid to the poor and needy among them when all other resources fail. The Home has already been established in a hired house in the city, and has five inmates, who, but for the help thus afforded, would be left in isolation and wretchedness to the pauper's fate, without any of the alleviations which come from the possession of hearing and speech.

DEFICIENCY IN THE APPROPRIATION FOR THE SUPPORT OF STATE PUPILS.

The annual appropriation bill, which became a law last winter, provided for the education and maintenance in the institution of 350 State pupils, at an assumed *pro rata* of \$300, during the fiscal year commencing October, 1872. This *pro rata* is just and equitable, as the work of the institution could not be thoroughly accomplished if a less sum were allowed to each individual. Though many of the pupils who are now supported by the counties will, during the coming year, reach the age of twelve, when they will be appointed State pupils, it is probable the average number of State pupils will not exceed that provided for by the appropriation. Had the forty-six State pupils, however, who left while yet entitled to the privilege of instruction, all returned at the beginning of the term, on the first ultimo, we should now have 373 State pupils, which would be twenty-three in excess of the number for whom provision has been made, which would cause the institution a loss of \$6,900. During the past year we have had an average of 353.06 State pupils, and as the numerical basis and *pro rata* were the same in the act in which the appropriation was made therefor, as in that which provided for the year on which we are entering, there has arisen a deficiency of \$919.93 on this account. Were it not for one of the two provisos in the appropriation act, first, that no part of the gross sum named should be allowed, except what is sufficient to cover, at the established *pro rata*, the number of State pupils actually in attendance; and, second, that the gross sum should be in full of all demands of the institution on the State for the fiscal year, this deficiency would not have arisen; for, at the end of the fiscal year closing September 30th, 1871, there was a balance in the treasury of the State, from the appropriation to the institution for that year, of \$5,124.76, arising from the fact that the number of pupils had been less than 350. If the first proviso had not existed, this would have been paid into the treasury of the institution, and it would have been indemnified in advance for any excess in its number of pupils over the number named

in the act, which might thereafter occur; and, if the second proviso had not existed, the Comptroller of the State would feel at liberty, as in former years, to apply so much of the unexpended balance as is required to meet the deficiency. Under the circumstances, there is no resource left except the sense of justice of the Legislature, who may be induced to furnish the remedy in the deficiency bill.

APPROPRIATIONS REQUIRED.

It is important, however, that the appropriation for the fiscal year commencing October 1, 1873, should be adequate to meet the expenses of the probable number of pupils. If we add to the present number of State pupils, viz., 329, the number of county pupils that will become State pupils before the first of January, 1874, viz., 52, and the number of new admissions as State pupils equal to the number that have thus entered within the year, viz., 27, we shall have a sum total of 408. Subtracting from this the number whose terms will expire in 1873, viz., 13, and the proportion to the graduates of those State pupils who will leave before the expiration of this term, viz., 19, there will remain to be provided for as State pupils, 376; an excess of 26 over and above the number now provided for; 370 will be very near the number we can confidently expect.

DIVISION OF THE INSTITUTION.

This would be a satisfactory number for a single institution, and it is becoming a serious question whether the time is not approaching when, under the auspices of the board, a distinct department should be created for the children under twelve years of age now supported by the counties, giving them a separate building and separate grounds, in which they should be entirely apart from the older pupils.

Their education might be conducted by ladies, whose influence upon young children is always happy, and whose solicitude would extend to points that might escape the attention of teachers of the opposite sex. The present system of having a number of quite small children in the same building, and under the same regulations, with those of larger growth, has grown up almost imperceptibly. Previous to the year, 1863, it was very rarely the case that a child was admitted to the institution under the age of twelve years, when, by the terms of the law, he could be appointed as a State pupil. When this did occur he was supported by the parents or by charity. The institution funded some of its legacies, to the amount of \$15,000, and devoted the income to the relief of peculiar cases of

suffering when it was evident that the young children would be greatly injured if kept out of the institution till the time arrived when they could be placed on the State list. In the year 1863, the pressure brought to bear upon the Legislature by those interested in the welfare of young deaf-mutes was such that a law was passed allowing the overseers of the poor and individual supervisors of counties to send to the institution, at the expense of the county, all deaf-mutes between the ages of six and twelve, whose health, morals or comfort might be endangered or not properly cared for, and also all those who should become a charge for maintenance on any of the towns or counties of the State. This was the origin of that class of pupils known as county pupils. Provision having thus been made for the education of that class of children, the directors applied the principal of its free education fund to the diminution of the debt which then pressed heavily upon it. By degrees the number of county pupils has increased, till now we have 131.

The institution, while under the pressure of its indebtedness, could not at any previous time have inaugurated a different system. Now, however, that by the judicious disposal of a portion of its real estate, it has been relieved from this incumbrance upon its usefulness, there appears to be no reason why it should not undertake it.

The argument for this application of the principle of classification is the same that has led to the establishment of graded schools for hearing children, and is especially applicable to an institution like this, which is a home as well as a school. The more homogeneous any community, the more simple, economical and effective the means by which it is united and controlled, and the greater the peace, quietness and happiness that exist among its members.

In no two points can our smaller and larger children be said to be homogeneous. The former need to be looked after in every respect; their supervision must be individual in its minuteness; they must be washed and dressed, and tended with maternal care; the ailments to which they are liable must be anticipated and guarded against; the food must be purchased and prepared and served with special adaptation to their age and physical peculiarities; the hours of study and play must so alternate as never to produce fatigue of mind or body; they must be amused at the same time that they are instructed; even their religious services and instruction must be conducted in a different manner, as their attention cannot be compelled to connected remarks, nor can they follow a prayer that would properly express the sentiments and aspirations of their seniors.

The older pupils, however, can be governed by general rules, and be kept in order by a general system of supervision. They can, in a great measure, take care of themselves and their property. They can be assembled together for discourses that would weary their juniors, and can be instructed and delighted by means that would be a source of discomfort to the latter. They can, moreover, come under a system, which, for *their* age, is adapted to produce the best results, viz., so dividing the time that they can have a sufficient number of continuous hours in the best part of the day for regular and systematic instruction and study, while other hours can be devoted continuously to the acquisition of a handicraft by which they may support themselves when they leave the institution. The system, in fact, that benefits them most, is the system most injurious to the younger pupils.

There are other considerations, however, which have probably a more important bearing on the subject than those which have already been adduced.

And first, it requires greater care to protect the younger children from those *physical* injuries which are apt to result from association with older children. The larger boy, if circumstances favor impunity, even if not of a depraved disposition, may abuse a smaller one, especially if the latter has given him cause of annoyance.

There is danger, too, in the second place, that when both classes of children are in the same school, the younger, when found capable of keeping up with the older ones in their studies, will be placed in the same school-room with them, and thus gain a premature *intellectual* development, at the expense of their physical.

But, third, it is in its *moral* aspect that the most serious objections to the association of the two classes of pupils are to be discovered. The younger boy is apt to imitate only that which is rough and unmannerly in the older one, without being able to adopt the more manly qualities which may form a partial compensation. The younger must be established in the *habit* of obedience and right conduct, while the older must be confirmed in *principle*, and trained to act from the higher motives.

There is yet another point of view from which this whole subject may be regarded. I allude to the stimulus that is given to the mind by completely changing all its associations. If a child should enter the institution at the age of six, and remain till he is twenty, as is quite possible under existing laws, he would have a long, monotonous life in school, unrelieved by any change, while he would be less likely

to be cured of habits that needed correction, or aroused from listlessness into which he might sink, than if, at some point in his long career, he started, as it were, *de novo*, under a different body of teachers and a different set of regulations, as well as amid new surroundings.

The connection existing between the two schools, by reason of their being under the control of the same board of directors, would be such as to benefit both. The system of instruction pursued in the school for the younger children would be directly preparatory for the one intended for the older children, and the latter would be raised to a higher plane by having so much elementary work accomplished in advance.

CENSUS OF 1870.

It has been my hope to obtain sufficient data from the census of 1870 to throw some additional light upon the probable number of deaf-mutes of a suitable age for instruction in the State, and, also, to make therefrom some deductions of general interest in respect to questions which constantly arise concerning this interesting class of the community. I shall be obliged to await, however, the publication of the full statistics which I understand is in preparation. From the attention I have thus far been able to give the subject, it seems to me probable that the information to be derived on the subject of the deaf and dumb will be only approximate; and it will be necessary to rely largely on correspondence with former pupils of the institution, residing in different parts of the State, as the great interest they take in their companions in misfortune induces them to make very general inquiries in regard to them. In one of the counties there is a respectable and intelligent deaf-mute farmer, who employs his intervals of leisure in traveling from place to place, seeking out uneducated deaf-mutes, and advising their parents to send them to the institution. Many of these parents have informed me that, but for him, they would never have known anything of the institution or of the benefits it is capable of conferring, and have added that they shall never cease to feel grateful to him, as the means of bringing their children within its influence.

TEACHERS—CHANGES.

There has been but one change in the *personnel* of the corps of instructors during the year. Miss Isabel Vandewater, a semi-mute young lady, who graduated with the highest honors of the institution in the year 1867, and was appointed a teacher in the following spring, tendered her resignation, at the close of the term, to make happy the

heart and home of a gentleman of whom it is high praise to say he is worthy of her. The place thus made vacant has been filled by the appointment, as professor, of Rev. John H. Pettingill, A. M., a hearing gentleman and a graduate of Yale College, who proved himself a successful instructor of the deaf and dumb when connected with the institution in the years 1837-43, and has since kept up his interest in the subject, though temporarily occupying a different field of labor.

Of the twenty-nine teachers, eighteen are gentlemen and eleven are ladies. Of the former, six can hear and speak, six are semi-mutes—a term applied to individuals who, though losing their hearing in early life, retain the modes of thought and expression which characterize persons who have never been bereft of this important sense—and six are deaf-mutes, whose knowledge of language is entirely due to the scientific processes employed in the institution. Of the lady teachers, seven can hear and speak, three are semi-mutes, and one is a deaf-mute.

Eight of the gentlemen are denominated professors, being men of liberal culture, who, with two exceptions, have received the degree of Master of Arts from American colleges. Two of them are semi-mutes, of whom one, after studying at an American college and an English university, obtained his degree from Yale College on an examination in the whole curriculum; and the other received his degree from the National College for Deaf-mutes in Washington, which honored itself in honoring this, the most eminent of the semi-mute scholars in this country.

THE INFLUENCE OF THE TEACHER.

The mention of teachers leads me to speak of the influence and the responsibility of the teacher's position. Well-nigh everything depends on him. His pupils look to him for specific instructions in every matter. The thousand questions on every conceivable topic, which a hearing child distributes among its parents and older friends, are concentrated upon him. He is their confidant and counselor in all their perplexities. His words have often more weight than those of any other person. His habits, and even his slightest mannerisms, are, by daily notice, unconsciously impressed on his pupils. Their hearts lie open before him. Their minds are plastic in his hands.

High and varied qualifications are thus demanded in the teacher. Thorough conscientiousness and a genuine missionary spirit should actuate and sustain him. The special difficulties of his work, for which no text-book, however minute, can fully provide, require

unwearied patience, and an intellect given to analysis, fertile in invention and apt in application. Properly to impart and enforce his instructions, he needs a physical constitution adequate to the exhausting strain of keeping his class steadily employed and interested. Their moral guide, he should himself live up to a high standard of morality. A principal is daily impressed with his own need of these qualities; his great care is to seek for them in his associates.

The influence upon susceptible minds of constant and watchful, but not oppressive, supervision must be good. I have been pleased to observe that the increase in attention paid to this department has been followed by very marked results, especially as regards the deportment of the pupils in the dining-room and while out on the grounds of the institution.

USE AND DISUSE OF SIGNS.

What is known as the sign language is a natural outgrowth of the modes of thought and expression of deaf-mutes. Whenever two deaf-mutes are brought together they will always use it on account of its remarkable convenience, combining, as it does, conciseness and expressiveness.

In the processes of instruction it is useful when principles are to be laid down and ideas conveyed to a large number at once; but it is not at all indispensable in many or even most of the exercises of the school-room. During the past year all my experiments have been in the direction of dispensing with the use of signs. In the elementary steps, the pupil has been led to attach words directly to objects and actions; and, in the more advanced classes, it has been sought to make language explain language, using minute and varied questions.

I have not, however, lost sight of the great advantage, in the older classes, of using signs in the process of *translation*; causing the pupil to translate into signs from an alphabetic description, to show that they understood its meaning; and from signs into words, to show that they could take a given idea, perfectly clear to their minds, and express it in words. This latter is identical, in point of mental exercise, with describing an occurrence passing before their eyes; and the correction of compositions, written in this way, teaches them how to express themselves accurately.

It is universally conceded that translating from a foreign language into our own, and *vice versa*, has an excellent effect upon the mind. To the deaf and dumb any written language, even that of their own country, is foreign.

ARTICULATION NOT A SYSTEM OF INSTRUCTION.

Many have held that articulation was a system of instructing the deaf and dumb, distinct from the method employed by those who admit the use of signs. The experience we have had with it does not lead me to such a conclusion.

Articulation is simply a means of expression. The action of the vocal organs produces, on the mind of the deaf-mute, no effect at all different from that felt when the hand is used in writing or spelling. The motions of the lips and those of the fingers are to him alike purely arbitrary. Articulation is making signs with the lips and other vocal organs; and reading the lips is, with him, nothing more than attaching a meaning to visible signs. The theory that speech gives rise to ideas, in the mind of a deaf-mute, different from those produced by writing or the manual alphabet, is an old heresy; but, like all heresies, it has resulted in some good. It has been shown that it is possible to make some deaf-mutes speak and read on the lips; and this is a valuable acquisition, when its attainment does not consume too much time which might profitably be otherwise employed.

EXAMINATION OF MR. BELL'S SYSTEM OF VISIBLE SPEECH.

Articulation can, in the opinion of many, as well be taught separately from the ordinary exercises of the school-room, except in the case of those who are not absolutely stone-deaf. In fact, in articulating schools, the distinct exercise in articulation occupies only a portion of the school hours, much of the time being devoted to writing. On this principle, Mr. A. Melville Bell has applied to the instruction of the deaf a system designed to promote distinctness and certainty in articulation, which presents to the eye symbols for vocal sounds, representing in the outline the exact position of the organs used to produce each sound and the modifications thereof. He gives, also, exercises in elocution, teaching variations of pitch and tone.

Mr. Bell's system has been introduced by his son, Mr. A. Graham Bell, into the institutions at Boston, Hartford and Northampton. Accompanied by Prof. Engelsman, our own able and accomplished teacher of articulation, I spent the 8th, 9th, 10th and 11th days of May last in examining its application in these institutions. It had only just been introduced at Hartford; but I met there Mr. A. Graham Bell, and Miss Theresa Dudley, who had been under his special instruction for some months. At Northampton, though Miss Rogers, the principal, was, unfortunately, absent, we were indebted to the other ladies in charge of the school for the opportunity of thoroughly

investigating the character and primary results of the system. Miss Fuller, principal of the Boston Day School, deserves our most hearty thanks for the unwearied kindness and cordiality with which, through the greater part of two days, she elucidated the methods pursued, and exhibited the results attained. We met, also, Miss Lippets, a semi-mute lady, deaf from the age of four years, who has never been permitted to disuse her speech, and who reads on the lips with remarkable facility; she very kindly gave us illustrations of the elocutionary exercises in which she had been practiced.

I cannot recommend the adoption of the Bell system in our institution until I see further results where it is now on trial. The remarkable success of Prof. Engelsman in teaching articulation and lip-reading would indicate that *his* method should not be lightly abandoned. Possibly Mr. Bell's elocutionary exercises might be added with profit; but these are entirely separate and distinct from the system of visible speech. It is yet to be seen how much Mr. Bell can do toward lip-reading, which is, also, entirely distinct from this system. Prof. Engelsman contends that the system is not consistent with this acquisition, which is very important; more important, in fact, than speech.

It is a most fortunate circumstance that this system is having such a fair trial in the three schools named, as we shall be enabled to decide absolutely on its merits, as compared with our own, without incurring expense, which, if it prove inferior, would be useless, while, if it turns out to be the best method, the expense of adopting it will be a matter of minor consideration.

DEATHS.

As has been mentioned, two deaths have occurred among our pupils within the year. The first was that of Henry Beduartz, a lad seventeen years of age. He was a well disposed, obedient youth, and yet he met his death by a violation of the rules of the institution. He received written permission on Saturday, November 25th, to go home, at his parents' request, to remain till the Monday morning following. He postponed taking advantage of it till immediately after breakfast on Sunday, when he went off to the Tenth avenue without attracting attention. Supposing, probably, that the cars did not run on Sunday, he deviated from his original direction, and, coming on the Hudson River railroad, walked upon the track. Something attracted his attention on the other side of the river, and, while he was looking in that direction, a passing locomotive struck

and killed him instantly. His remains were brought by the police to the institution, where the tragic event made the most profound impression. The pupils received such a lesson that there has not since been a single instance of the transgression of this important rule. Had he attempted to go off the premises in the direction of the railroad, he would have been summarily intercepted, as the most constant watch has been kept on our pupils in that direction.

The other death was that of George N. Delong, a promising boy who had been in the institution but a single year. It was the result of brain disease, with which he was attacked on the very first day of the vacation, and was thereby prevented from going home with the other pupils. His father, being telegraphed, came down to see him, and was with him to the last. He died on the 5th of July. His disease was but a development of that which had caused his deafness.

While speaking of the loss occasioned to the institution by death, I must advert to the names of Mr. James N. Cobb, formerly a member of the board of directors, and of Rev. Francis Vinton, D. D., who has more recently held a seat in the board. Mr. Cobb proved himself for many years one of our most active and efficient friends; and when he retired from the board, two years since, on account of his advanced age, his withdrawal was a matter of no small regret to myself and others. Rev. Dr. Vinton peculiarly endeared himself to all among us who had the opportunity of becoming acquainted with him, by the very warm sympathy he ever manifested in our work. In no connection, probably, has the genuine Christian spirit which animated this great and good man been more clearly manifested. The remarkable union in him of rare intelligence, extensive and profound learning, manly vigor and keen sense of justice, with benevolent impulses and gentle sympathies, peculiarly fitted him for the position he held; and his loss cannot but be greatly regretted by every one connected with the institution.

CONCLUSION.

The report of the committee of examination gives, as usual, a resume of the work accomplished by the various classes during the academic year ending last June, and of the public exercises by which it was closed. I would, however, respectfully call your attention to the composition of Miss Carrie V. Hagadorn, to which was awarded the prize offered by Prof. Cooke for the best composition prepared by the *semi-mutes* of his class. Prof. Cooke offered another prize for the best composition written by a *deaf-mute*, which was awarded to

Miss Harriet J. Roe. The comparative merit of the compositions was decided by Dr. H. P. Peet, the chairman of the committee on examination, who read the compositions without knowing the names of the writers. It is a curious fact that different examiners had awarded similar distinction to the same writers the year before.

Having thus passed in review the various topics suggested by the retrospect of the past year, I respectfully submit them to your consideration, in the hope that a portion, at least, of my views may meet with your concurrence and approval; and that where I fail of this, you will give me the credit of honest conviction, and an earnest desire to promote the welfare of the deaf and dumb.

ISAAC LEWIS PEET,

Principal.

NEW YORK INSTITUTION FOR THE INSTRUCTION }
OF THE DEAF AND DUMB, *October 1, 1872.* }

LIST OF PUPILS

In the New York Institution for the Instruction of the Deaf and Dumb, September 30th, 1872.

MALES — RESIDENCE.

Name.	Town.	County.
Adkins, Charles Augustus...	New York	New York.
Adner, Frederick.....	Antwerp	Jefferson.
Andrews, Albert J.....	Raleigh.....	Wake, N. C.
Austin, Eli.....	Elmira	Chemung.
Ayres, Charles A.....	New York	New York.
Ballin, Albert.....	New York	New York.
Balsam, Ernest	New York	New York.
Barry, Edmund.....	New York	New York.
Barber, Ward.....	Pittsfield	Otsego.
Barton, Clarence E.	New Rochelle	Westchester.
Bauer, Thomas.....	New York	New York.
Baxter, Charles H.	Avoca	Steuben.
Baylor, Jesse	Washington	Warren, N. J.
Benson, William K.	Hume	Allegany.
Bentley, Thomas	New York	New York.
Bergquist, Victor Axtel	Jamestown.....	Chautauqua.
Blackburn, Charles	Gouverneur	St. Lawrence.
Blanchard, Isaac A.....	Charlestown.....	Essex, Mass.
Bodine, Charles V.....	Wallkill	Orange.
Bonney, Albert F.....	Hamilton	Madison.
Brennan, John.....	New York	New York.
Brennan, Patrick.....	New York	New York.
Brede, Louis.....	Jersey City.....	Hudson, N. J.
Brede, Peter	Jersey City.....	Hudson, N. J.
Brown, Ellsworth A.....	Kirkland	Oneida.
Brown, Frederick T.....	Brooklyn	Kings.
Brown, Martin	New York	New York.
Brown, Nye	Clay	Onondaga.
Buck, Martin D.....	Java	Wyoming.
Burke, John	Troy	Rensselaer.
Burns, Charles.....	Brooklyn	Kings.
Burns, James.....	Brooklyn	Kings.
Butler, John R.....	New York	New York.
Cain, John	Utica.....	Oneida.

Name.	Town.	County.
Card, Charles E.....	Lebanon	Madison.
Carmichael, Wilson.....	Stuyvesant	Columbia.
Carruthers, James.....	Waddington.....	St. Lawrence.
Cary, Ebenezer	Italy	Yates.
Caton, James H.	Highland	Ulster.
Childs, Waldo C.....	Albany	Albany
Clackett, Henry M.....	Brooklyn	Kings.
Clair, Melvin E.....	Andover	Allegany.
Clark, Bernard.....	New York	New York.
Clough, Frederick	Seneca	Ontario.
Cooper, Charles.....	Rochester	Monroe.
Cooper, James H.	Pulaski	Oswego.
Coleman, William	Niagara	Niagara.
Connor, George.....	St. Johnsville.....	Montgomery.
Counihen, Michael	New York	New York.
Craft, Charles	Union Vale	Dutchess.
Craven, Charles.....	Buffalo	Erie.
Crooken, Francis	Brooklyn	Kings.
Cruikshank, George W.	New York	New York.
Cunningham, John	New York	New York.
Davis, Ellsworth	Marlborough	Ulster.
Davis, Daniel J.....	Milton.....	Ulster.
Davit, Henry	Kingston	Ulster.
Dickson, Daniel.....	Middletown	Delaware.
Decker, George Henry.....	Red Hook	Dutchess.
Delory, Cornelius	New York	New York.
Devoe, Albert J.....	New York	New York.
Dezendorf, Alexander.....	Brooklyn	Kings.
Doane, Charles Sumner	Scottsville	Monroe.
Doane, James Barclay	Scottsville	Monroe.
Dobbs, John Henry.....	Cornwall	Orange.
Donelly, John F.....	New York	New York.
Donelly, Joseph H.....	New York	New York.
Donohue, James P.....	New York	New York.
Doran, James E.....	Syracuse	Onondaga.
Douglas, Ranald	New York	New York.
Dovale, Josias M.....	Curacoa	West Indies.
Drennan, Richard	New York	New York.
Dunlap, Edward	Brooklyn	Kings.
Dunn, Ulysses Grant.....	Clayville	Oneida.

Name.	Town.	County.
Duryee, Nelson	Warrensburgh	Warren.
Eckhard, George F.	Utica	Oneida.
Eckert, Frederick	New York	New York.
Eckhardt, Adolphus	New York	New York.
Eddy, Jonathan H.	Harmony	Chatauqua.
Edmonston, Charles.	Cornwall	Orange.
Ehle, Eugene	Minden	Montgomery.
Eltrich, William	New York	New York.
Emmons, Alfred	New York	New York.
Emmons, William A.	Millstone	Somerset, N. J.
Esselstine, Frank	Watertown	Jefferson.
Field, Stephen P.	Fabius	Onondaga.
Fisher, George T.	Dunkirk	Chautauqua.
Fogerty, Sylvester	Flushing	Queens.
Forthman, William	New York	New York.
Fox, David	New York	New York.
Friend, Julius	New York	New York.
Frigheit, Lewis	Le Roy	Genesee.
Gallagher, Thomas	Jersey City	Hudson, N. J.
Getsinger, Taylor J.	Buffalo	Erie.
Gibbs, Willie S.	Sodus	Wayne.
Gilder, Richard	New York	New York.
Goodell, Ransom A.	Alabama	Genesee.
Goodison, Thomas	Sweden	Monroe.
Goldvogel, Alexander	New York	New York.
Gordon, Washington A.	Brookhaven	Suffolk.
Gough, Patrick	Riga	Monroe.
Griffin, Fred	Schroeppel	Oswego.
Graham, Charles E.	De Ruyter	Madison.
Gross, George Washington ..	Clarkstown	Washington.
Grubear, George	Brooklyn	Kings.
Guggenheimer, Albert	New York	New York.
Hadden, Henry	New York	New York.
Hahn, Maximilian	Rome	Oneida.
Hall, Joseph H.	New York	New York.
Hallicy, Edward J.	Flushing	Queens.
Hankinson, Adolphus	Freehold	Monmouth, N. J.
Hanneman, Julius	New York	New York.
Hanneman, Morris	New York	New York.
Harrison, John	Brooklyn	Kings.

Name.	Town.	County.
Hawler, Charles.....	Wyoming.....	Wyoming.
Hayes, James.....	New York.....	New York.
Heller, Edwin D.....	Musconetcong	Hunterdon, N. J.
Heller, Henry A.....	Musconetcong	Hunterdon, N. J.
Henry, David T.....	Lebanon	Hunterdon, N. J.
Herbst, Valentine	New York	New York.
Herman, John.....	Hume	Allegany.
Herrick, Richard.....	Farmersville	Cattaraugus.
Heslin, Lawrence F.....	Brooklyn	Kings.
Hewitt, Fred. William.....	Brooklyn	Kings.
Heydon, Thomas M.....	New York	New York.
Hoffman, Frederick.....	New York	New York.
Holland, Thomas.....	New York	New York.
Horle, Francis	New York	New York.
Hotaling, Oscar N.....	New Scotland	Albany.
Hotchkin, Oscar P.....	Rockland	Sullivan.
Hotten, Henry.....	New York	New York.
Howard, Sidney H.....	Aurora	Erie.
Howell, Wallace F.....	Brookhaven	Suffolk.
Howell, William L.....	Brookhaven	Suffolk.
Hunt, George Selden	New York	New York.
Hunt, John S.....	Blooming Grove ..	Orange.
Hyland, Matthias.....	Brooklyn	Kings.
Ingham, Charles.....	Rochester	Monroe.
Innis, Edward	New York	New York.
Innis, William.....	New York	New York.
Irwin, Matthew J.....	Wawarsing.....	Ulster.
Jackson, William	New York	New York.
Jones, James	Seneca Falls.....	Seneca.
Jones, Park Stewart	Addison	Steuben.
Jourdan, Frank	New York	New York.
Kelder, Eli	Wawarsing.....	Ulster.
Kelley, Patrick	Jersey City.....	Hudson, N. J.
Kennedy, John	Macedon	Wayne.
Ketcham, Elbert C.....	Huntington	Suffolk.
King, Frederick H.....	Elmira	Chemung.
Kinney, Webster.....	Wright	Schoharie.
Kinsella, Richard A.....	New York	New York.
Knowlton, John J. M.....	New York	New York.
Koffman, Abbey	New York	New York.

Name.	Town.	County.
Koffman, Lewis	New York	New York.
Koffman, Samuel	New York	New York.
Kohen, Theodore	New York	New York.
Kriebal, George	Utica	Oneida.
Lang, Julius F.	New York	New York.
Lashbrooks, Charles L.	Macomb	St. Lawrence.
Lawlor, Joseph	Greenbush	Rensselaer.
Lawton, Charles	Great Valley	Cattaraugus.
Lawton, Charles W.	West Hoosick	Rensselaer.
Leonard, John Henry	New York	New York.
Leonard, Thomas	New York	New York.
Lennon, John W.	Olive	Ulster.
Lesch, John	Dunkirk	Chautauqua.
Letts, Charles	Salina	Onondaga.
Leviness, George E.	Pelham	Westchester.
Lever, Joseph Daniel	Ilion	Herkimer.
Lounsbury, John A.	West Farms	Westchester.
Lyons, Lewis F.	New York	New York.
Mages, John	New York	New York.
Magill, William B.	New York	New York.
Maher, James	N. Hampton Junct.	Hunterdon, N. J.
Mahoney, Daniel	New York	New York.
Mahrlein, Theodore	New York	New York.
Malkmus, Charles	New York	New York.
Mann, Chester Q.	New York	New York.
Martin, Joseph S.	Rush	Monroe.
Mathers, George S.	New York	New York.
Matteson, John F.	Farnham	Erie.
McBride, Daniel	Brooklyn	Kings.
McCormick, Martin	New York	New York.
McFaul, Michael	New York	New York.
McGann, Edward	New York	New York.
McGrath, James A.	Liberty	Sullivan.
McLaughlin, John	Brooklyn	Kings.
Miller, Adam H.	Syracuse	Onondaga.
Miller, Henry	West Gilboa	Schoharie.
Mitchell, Homer	Summit	Schoharie.
Morgan, George C.	Hartland	Niagara.
Mornhinway, John R.	Mount Vernon ...	Westchester.
Mullen, Thomas	Hudson	Columbia.

Name.	Town.	County.
Mooney, John	West Farms.....	Westchester.
Murphy, John M.	New York	New York.
Myers, William	Gouverneur	St. Lawrence.
Nash, James.....	Lenox	Madison.
Neiser, August	New York	New York.
Newton, Charles D.	Owego	Tioga.
Noble, Gifford J.....	Clinton	Dutchess.
O'Neil, James	Whitehall.....	Washington.
Oney, David M.....	Brooklyn	Kings.
Ormsby, Edward E.	East Chester.....	Westchester.
Palin, Edward	Brooklyn	Kings.
Palmer, Wesley Wilbur	Chateaugay	Franklin.
Penrose, Frank T.....	Paterson	Passaic, N. J.
Penrose, Joseph H.	Paterson	Passaic, N. J.
Pezara, Abraham	New York	New York.
Pezara, George	New York	New York.
Piano, George, Jr.....	West Point	Orange.
Pierce, James T.	Malone	Orange.
Porter, George S.	Liberty	Sullivan.
Proper, Walter, Jr.....	Hudson.....	Columbia.
Quick, Frank B.	Melrose.....	Westchester.
Quinn, Thomas	New York	New York.
Rapp, John	New York	New York.
Rascol, Emanuel	New York	New York.
Reibentantz, Jacob	Brooklyn	Kings.
Reilly, William J.....	New York	New York.
Reininger, Adolph	New York	New York.
Rice, Elias Weed.....	Buffalo	Erie.
Rine, William	Hampton Junc....	Hunterdon, N. J.
Risley, Charles E.	Hamilton	Madison.
Robinson, Francis E.....	Connewango	Cattaraugus.
Schenck, Walter	Flushing.	Kings.
Scott, Wm. Henry.....	New York	New York.
Schouten, George W.....	Hannibal	Oswego.
Schwarz, Charles.....	New York	New York.
Semple, Henry	Utica.....	Oneida.
Shants, John E.	Sand Lake.....	Rensselaer.
Shannon, William	Watervliet	Albany.
Sharts, Herman H.....	Athens	Greene.
Shattuck, Charles.....	Cohocton	Steuben.

Name.	Town.	County.
Schell, Menzo.....	Wright	Schoharie.
Shelton, Jas. D.....	New York	New York.
Shenney, Michael	Hudson	Hudson, N. J.
Sherbert, Franklin	Brighton	Monroe.
Sherwood, Richard C.....	Albany	Albany.
Shoaf, George Anton	Denver.....	Colorado.
Silvernail, Jesse.....	Poughkeepsie	Dutchess.
Simpson, James.....	Hornellsville	Steuben.
Sinclair, Stephen.....	New York	New York.
Singer, Eugene H	New York	New York.
Slattery, John.....	Ballston	Saratoga.
Slatery, William	New York	New York.
Sloat, Stephen F.....	Wallkill	Orange.
Smith, Elmer E.....	French Creek.....	Chautauqua.
Smith, Henry.....	Brooklyn	Kings.
Smith, John.....	Stapleton	Richmond.
Smith, John R.....	New York	New York.
Smith, Martin.....	Canton	St. Lawrence.
Smith, Patrick.....	Stapleton	Richmond.
Smith, Russell	Reading	Schuyler.
Spencer, Harvey D.....	Peterborough	Madison.
Stearns, Willie A.....	Orwell	Oswego.
Stengele, Henry.....	New York	New York.
Stewart, Thomas R.....	Newark	Essex, N. J.
Stillwell, Wilbur D.....	New York	New York.
Stocking, Charles E.....	Castile	Wyoming.
Storms, William.....	Brooklyn	Kings.
Stowell, Charles.....	Buffalo	Erie.
Streiner, Frederick	Brooklyn	Kings.
Sullivan, Dennis	Haverstraw	Rockland.
Sullivan, Michael.....	Newburgh	Orange.
Tamplin, Patrick.....	New York	New York.
Tantum, Charles A.....	Allentown	Monmouth, N. J.
Tatro, Roger	Cohoes.....	Albany.
Taylor, Clarence E.....	Pitcher	Chenango.
Thomas, Arthur L.....	Catskill.....	Greene.
Tillman, Fred.....	New York	New York.
Tullock, Allen.....	Duanesburgh	Schenectady.
Turo, Charles.....	West Monroe.....	Oswego.
Valley, John.....	New York	New York.

Name.	Town.	County.
Van Ness, George H. W....	Newark	Essex, N. J.
Van Nort, John.....	Islip	Suffolk.
Van Wyck, Abraham.....	Stephentown	Rensselaer.
Vick, Charles.....	Brooklyn	Kings.
Volker, Augustus E....	Buffalo	Erie.
Voorhees, Louis T.....	Brooklyn	Kings.
Vroman, Eugene.....	Middleburgh	Schoharie.
Wake, Estlie E.....	Sodus	Wayne.
Walker, William.....	Elmira	Chemung.
Warne, John B.....	Broadway.....	Warren, N. J.
Watts, William A.....	Coxsackie.....	Greene.
Webster, Clarence E.....	Buffalo	Erie.
Welch, Richard	Syracuse.....	Onondaga.
Welsh, John	Waterford	Saratoga.
West, Eugene.....	Springwater.....	Livingston.
White, William A.....	Brooklyn	Kings.
Whittle, Frank	Hoosick	Rensselaer.
Wilkin, Julius.....	Flushing.....	Queens.
Willetts, David	N. Hempstead....	Queens.
Willetts, William H.....	N. Hempstead....	Queens.

FEMALES — RESIDENCE.

Austin, Almeda M.....	Watertown.....	Jefferson.
Barker, Linda F.....	Southport.....	Chenango.
Barrager, Mary L.....	Hancock	Delaware.
Barry, Eliza A.....	Palmyra	Wayne.
Barry, Maggie T.....	Palmyra	Wayne.
Batz, Eva	New York	New York.
Bauer, Margaretta	New York	New York.
Baumann, Margaret	West Farms.....	Westchester
Bennett, Margaret Thom....	Geneva.....	Ontario.
Berley, Augusta.....	New York	New York.
Bins, Catharine	Schoharie.....	Schoharie.
Bogert, Cornelia	Cape Vincent....	Jefferson.
Bonnell, Ella M.....	Oswego.....	Oswego.
Boughton, Jane.....	New York	New York.
Brearley, Ellen J.....	Trenton	Mercer, N. J.
Brown, Ellen	New York	New York.
Brown, Martha A.....	Kirkland	Oneida.
Browne, Mattie A.....	Rockland	Sullivan.

Name.	Town.	County.
Bryan, Annie C.....	Bound Brook.....	Somerset, N. J.
Burrell, Ida W.....	New York.....	New York.
Caffrey, Delia.....	New York.....	New York.
Calhoun, Eliza.....	New York.....	New York.
Cannon, Ella.....	New York.....	New York.
Clackett, Eliza A.....	Brooklyn.....	Kings.
Clum, Louisa.....	Ghent.....	Columbia.
Conklin, Ann.....	Yorktown.....	Westchester.
Cobane, Anna.....	New York.....	New York.
Conner, Catherine.....	St. Johnsville.....	Montgomery.
Conly, Catharine.....	.....	Hunterdon.
Connor, Hannah M.....	New York.....	New York.
Conover, Isabella.....	New Brunswick...	Middlesex, N. J.
Conover, Lydia.....	New Brunswick...	Middlesex, N. J.
Cooper, Elizabeth.....	Pulaski.....	Oswego.
Croak, Maria.....	Watervliet.....	Albany.
Cummins, Viola.....	Vienna.....	Warren, N. J.
Dates, Nellie.....	Hector.....	Schuyler.
Davis, Eva A.....	Tompkins.....	Delaware.
Davis, Laura.....	Elmira.....	Chemung.
De Willeger, Isabella.....	New York.....	New York.
Dezendorf, Emily L.....	Brooklyn.....	Kings.
Dickinson, Aliee M.....	Ellisburgh.....	Jefferson.
Dicks, Sarah L.....	Monsey.....	Rockland.
Doenges, Frederika.....	Mount Vernon....	Westchester.
Douer, Christina.....	New York.....	New York.
Downen, Mary A.....	Castleton.....	Richmond.
Doyle, Margaret.....	New York.....	New York.
Dugan, Mary A.....	New York.....	New York.
Dulong, Elizabeth.....	Elizabeth City....	Union, N. J.
Eckert, Sarah L.....	New York.....	New York.
Edmonston, Sarah S.....	Cornwall.....	Orange.
Emanuel, Sarah F.....	Brooklyn.....	Kings.
Evans, Mary.....	Elmira.....	Chemung.
Engel, Elizabeth.....	New York.....	New York.
Evans, Susanna.....	Whitestown.....	Oneida.
Faragher, Isabella.....	Rochester.....	Monroe.
Finn, Eliza Jane.....	Orange.....	Essex, N. J.
Finn, Sarah.....	Orange.....	Essex, N. J.
Finn, Mary.....	Orange.....	Essex, N. J.

Name.	Town.	County.
Van Ness, George H. W....	Newark	Essex, N. J.
Van Nort, John.....	Islip	Suffolk.
Van Wyck, Abraham.....	Stephentown	Rensselaer.
Vick, Charles.....	Brooklyn	Kings.
Volker, Augustus E....	Buffalo	Erie.
Voorhees, Louis T.....	Brooklyn	Kings.
Vroman, Eugene.....	Middleburgh	Schoharie.
Wake, Estlie E.....	Sodus	Wayne.
Walker, William.....	Elmira	Chemung.
Warne, John B.....	Broadway.....	Warren, N. J.
Watts, William A.....	Coxsackie.....	Greene.
Webster, Clarence E.....	Buffalo	Erie.
Welch, Richard	Syracuse.....	Onondaga.
Welsh, John	Waterford	Saratoga.
West, Eugene.....	Springwater.....	Livingston.
White, William A.....	Brooklyn	Kings.
Whittle, Frank	Hoosick	Rensselaer.
Wilkin, Julius.....	Flushing.....	Queens.
Willetts, David	N. Hempstead....	Queens.
Willetts, William H.....	N. Hempstead....	Queens.

FEMALES — RESIDENCE.

Austin, Almeda M.....	Watertown.....	Jefferson.
Barker, Linda F.....	Southport.....	Chenango.
Barrager, Mary L.....	Hancock	Delaware.
Barry, Eliza A.....	Palmyra	Wayne.
Barry, Maggie T.....	Palmyra	Wayne.
Batz, Eva	New York	New York.
Bauer, Margaretta	New York	New York.
Baumann, Margaret	West Farms.....	Westchester
Bennett, Margaret Thom....	Geneva.....	Ontario.
Berley, Augusta.....	New York	New York.
Bins, Catharine	Schoharie.....	Schoharie.
Bogert, Cornelia	Cape Vincent....	Jefferson.
Bonnell, Ella M.....	Oswego.....	Oswego.
Boughton, Jane.....	New York	New York.
Brearley, Ellen J.....	Trenton	Mercer, N. J.
Brown, Ellen	New York	New York.
Brown, Martha A.....	Kirkland	Oneida.
Browne, Mattie A.....	Rockland	Sullivan.

Name.	Town.	County.
Bryan, Annie C.....	Bound Brook.....	Somerset, N. J.
Burrell, Ida W.....	New York.....	New York.
Caffrey, Delia.....	New York.....	New York.
Calhoun, Eliza.....	New York.....	New York.
Cannon, Ella.....	New York.....	New York.
Clackett, Eliza A.....	Brooklyn.....	Kings.
Clum, Louisa.....	Ghent.....	Columbia.
Conklin, Ann.....	Yorktown.....	Westchester.
Cobane, Anna.....	New York.....	New York.
Conner, Catherine.....	St. Johnsville.....	Montgomery.
Conly, Catharine.....	.....	Hunterdon.
Connor, Hannah M.....	New York.....	New York.
Conover, Isabella.....	New Brunswick...	Middlesex, N. J.
Conover, Lydia.....	New Brunswick...	Middlesex, N. J.
Cooper, Elizabeth.....	Pulaski.....	Oswego.
Croak, Maria.....	Watervliet.....	Albany.
Cummins, Viola.....	Vienna.....	Warren, N. J.
Dates, Nellie.....	Hector.....	Schnyler.
Davis, Eva A.....	Tompkins.....	Delaware.
Davis, Laura.....	Elmira.....	Chemung.
De Willeger, Isabella.....	New York.....	New York.
Dezendorf, Emily L.....	Brooklyn.....	Kings.
Dickinson, Alice M.....	Ellisburgh.....	Jefferson.
Dicks, Sarah L.....	Monsey.....	Rockland.
Doenges, Frederika.....	Mount Vernon....	Westchester.
Douer, Christina.....	New York.....	New York.
Dowen, Mary A.....	Castleton.....	Richmond.
Doyle, Margaret.....	New York.....	New York.
Dugan, Mary A.....	New York.....	New York.
Dulong, Elizabeth.....	Elizabeth City....	Union, N. J.
Eckert, Sarah L.....	New York.....	New York.
Edmonston, Sarah S.....	Cornwall.....	Orange.
Emanuel, Sarah F.....	Brooklyn.....	Kings.
Evans, Mary.....	Elmira.....	Chemung.
Engel, Elizabeth.....	New York.....	New York.
Evans, Susanna.....	Whitestown.....	Oneida.
Faragher, Isabella.....	Rochester.....	Monroe.
Finn, Eliza Jane.....	Orange.....	Essex, N. J.
Finn, Sarah.....	Orange.....	Essex, N. J.
Finn, Mary.....	Orange.....	Essex, N. J.

Name.	Town.	County.
Fisher, Anna	Newstead	Erie.
Fisher, Sarah B.	Dunkirk	Chautauqua.
Freyberg, Lena.	Poughkeepsie	Dutchess.
Fritz, Mary	Dunkirk	Chautauqua.
Fuller, Laura	Pomfret	Chautauqua.
George, Elizabeth	Brighton	Monroe.
Gesberger, Lena.	New York	New York.
Glockman, Augusta.	New York	New York.
Gloyne, Mary.	New York	New York.
Good, Margaret.	New York	New York.
Goodman, Josephine.	De Wittville	Chautauqua.
Gorton, Cora.	Brookfield	Madison.
Gould, Annie L.	Troy	Rensselaer.
Graves, Matilda J.	Gouverneur	St. Lawrence.
Gray, Leonora C.	New York	New York.
Gregg, Sarah M.	Castile	Wyoming.
Guillan, Olive C.	Brooklyn	Kings.
Gutsel, Adeline M.	New York	New York.
Gunning, Caroline.	Brooklyn	Kings.
Hagadorn, Mary E.	Bath	Steuben.
Hallock, Elizabeth M.	Durham	Greene.
Harrigan, Mary A.	Northampton.	Fulton.
Hastings, Grace Hall.	Buffalo	Erie.
Hazard, Mary M.	Buffalo	Erie.
Heaton, Catharine A.	German Flats.	Herkimer.
Henry, Hanatha.	Cochecton	Sullivan.
Herbst, Elizabeth.	New York	New York.
Highfield, Margaret A.	Brooklyn	Kings.
Hildreth, Adeline R.	Sag Harbor	Suffolk.
Hodder, Elizabeth A.	Johnstown	Fulton.
Hofman, Mary.	Ramapo	Rockland.
Horton, Eva.	Wallkill	Orange.
Houghtaling, Margaret A. ...	Albany	Albany.
Hull, Elizabeth J.	Minisink	Orange.
Hults, Caroline	South Brunswick. .	Middlesex, N. J.
Ives, Helen M.	Troy	Rensselaer.
Jacobs, Ella J.	Huntington	Suffolk.
Johnson, Dora	Lodi	Seneca.
Jones, Florence Hattie	New York	New York.
Jordan, Emma.	Champlain	Clinton.

Name.	Town.	County.
Joubert, Josephine	Champion	Jefferson.
Kalaher, Bridget	New York	New York.
Kelly, Margaret	New York	New York.
Kelly, Rosanna	Brooklyn	Kings.
Kennedy, Ann	Macedon	Wayne.
Kennedy, Julia	Macedon	Wayne.
Kennedy, Letitia	Macedon	Wayne.
Kenney, Mary A.	New York	New York.
Kentfield, Emma E.	Gouverneur	St. Lawrence.
Kessler, Josephine	Brooklyn	Kings.
Kevitt, Hannah	Passaic	Passaic, N. J.
King, Mary E	Albany	Albany.
Kinney, Catharine M	Wright	Schoharie.
Klune, Adelaide M.	New York	New York.
Kneer, Maria	New York	New York.
Knifley, Johanna	Glenville	Schenectady.
Kugler, Annie C	Ramapo	Rockland.
Lang, Josephine	New York	New York.
Lawton, Cornelia	Great Valley	Chemung.
Leghorn, Isabella	Newburgh	Orange.
Levy, Eliza	New York	New York.
Lewis, Anna E.	Syracuse	Onondaga.
Ludwig, Emilia	New York	New York.
Mahoney, Julia	New York	New York.
Maulick, Louisa R.	New York	New York.
Mather, Clara B.	Utica	Oneida.
Maxwell, Martha	Troy	Rensselaer.
McClurg, Edna	Richmond	Ontario.
McCready, Addie L	Canandaigua	Ontario.
McCue, Bridget	New York	New York.
McIlvaine, Rachel	New York	New York.
McKeough, Margaret	Mooers	Clinton.
Miller, Alice L.	Manlius	Onondaga.
Mulligan, Hattie L	Watertown	Jefferson.
Murphy, Elizabeth	New York	New York.
Munch, Frederika	Brooklyn	Kings.
Myers, Jane	Gouverneur	St. Lawrence.
Neddy, Lucy	Indian Reservation,	Onondaga.
Niver, Mary E	Fishkill	Dutchess.
Noble, Elizabeth	New York	New York.

Name.	Town.	County.
Noe, Sarah Jane	Rahway	Middlesex, N. J.
Odell, Lucka	New York	New York.
Owens, Jane F.	Hampton	Washington.
Palmatier, Mary E.	White Plains.....	Westchester.
Penrose, Elizabeth.....	Patterson	Passaic, N. J.
Pepper, Mary	North Hudson....	Essex.
Peterson, Bertha	New York	New York.
Post, Clara	Passaic	Passaic, N. J.
Price, Honora	Port Richmond...	Richmond.
Quinn, Margaret	Brooklyn	Kings.
Rahm, Emma	New York	New York.
Randall, Ella J.	Amherst	Erie.
Reed, Emma Vedmore.....	Stapleton	Richmond.
Reid, Cornelia A.	Key West.....	Florida.
Reilley, Mary A.	Montgomery	Orange.
Reycraft, Avis.....	Brooklyn	Kings.
Reis, Amelia	New York	New York.
Rodgers, Kate	New York	New York.
Ritter, Jennie M.	Leyden	Lewis.
Rogers, Eugenia.....	New York	New York.
Rogers, Mary A.	New York	New York.
Roe, Harriet J.	Wawayanda	Orange.
Rosch, Clara E.	Brooklyn	Kings.
Rose, Elnora.....	Lloyd	Ulster.
Ruger, Anna	New York	New York.
Sands, Ida.....	New York	New York.
Sayles, Amanda.....	Pharsalia	Chenango.
Schafer, Barbara	Mount Vernon ...	Westchester.
Schanck, Mary A.	Freehold	Monmouth, N. J.
Searle, Charlotte	Williamsburgh ...	Kings.
Seaver, Annette.....	Buffalo	Erie.
Semple, Mary.....	Utica	Oneida.
Shute, Kate C.	Brooklyn	Kings.
Sitterly, Winnifred	Guilderland.....	Albany.
Skelly, Mary	Brooklyn	Kings.
Skye, Isabella.....	West Eaton	Madison.
Souine, Louisa.....	New York	New York.
Smith, Elnora	New York	New York.
Smith, Margaret E.	Reading	Schuyler.
Stephans, Florence A.	Bloomburgh ..	Sullivan.

Name.	Town.	County.
Stein, Sarah	New York	New York.
Stevens, Cynthia	Hannibal	Oswego.
Stiles, Peninah A.	Binghamton.	Broome.
Streiner, Catherine.	Brooklyn	Kings.
Strauss, Louisa.	New York	New York.
Streiner, Elizabeth	Brooklyn	Kings.
Stuart, Isabella	New York	New York.
Stubner, Frances	New York	New York.
Sturmwald, Sarah	New York	New York.
Sullivan, Eva E.	Richmond	Ontario.
Swertman, Christina.	Brooklyn	Kings.
Taylor, Alice	Brooklyn	Kings.
Terry, Emma.	New York	New York.
Thomas, Ettie M.	Parishville	St. Lawrence.
Tharp, Mary E.	Montana	Warren, N. J.
Thompson, Jennie L.	Sidney	Delaware.
Turner, Minnie L.	Brooklyn	Kings.
Vaupel, Mary.	New York	New York.
Vincent, Emma.	Harrison	Hudson, N. J.
Vogel, Louisa.	New York	New York.
Vogelsang, Charity B.	Albany	Albany.
Vollbrecht, Dora	New York	New York.
Waetge, Mary	New York	New York.
Waldron, Lucy Ann.	Paris	Oneida.
Way, Theodora V.	Caneadea	Allegany.
Wenner, Bawendt.	Hempstead.	Queens.
Whalen, Annie	New York	New York.
Whalen, Julia A.	China	Wyoming.
White, Maggie.	Little Falls.	Herkimer.
Whitehead, Mary H.	New York	New York.
Whittaker, Annie J	New York	New York.
Whittleton, Cora E.	Ridgeway.	Orleans.
Williams, Jane.	Brooklyn	Kings.
Winant, Ann	Rye	Westchester.
Witt, Barbara	New York	New York.
Woods, Florence	Syracuse.	Onondaga.
Woodworth, Sarah E.	Williamsburgh ...	Kings.

LIST OF PUPILS

Who left the Institution in the year 1871-72.

MALES — RESIDENCE.

Name.	Town.	County.
Ball, Hiram L	Cicero	Onondaga.
Beckett, Wm. H	Brooklyn	Kings.
Bednartz, Henry	New York	New York.
Bell, Milton	Hackettstown	Warren, N. J.
Besaac, John	Hudson	Columbia.
Blood, William H	Elmira	Chemung.
Boyce, Holmes Wesley	Mattewan	Monmouth, N. J.
Bond, William A	Brooklyn	Kings.
Burrucker, George	New York	New York.
Brewer, Samuel E	Mount Vernon ...	Westchester.
Canlon, John	Havana	Schuyler.
Carroll, William	New York	New York.
Cheeseman, Marsena E	Sardinia	Erie.
Cogswell, Marion	Marion	Wayne.
Cottman, John C	New York	New York.
Davoue, Henry Scott	New York	New York.
Delong, George N	Parishville	St. Lawrence.
Dempsey, Farrell	Albany	Albany.
Dinehart, Zaccheus	Amboy	Oswego.
Dodge, Albert A	Buffalo	Erie.
Doenges, Frederick	Mount Vernon ...	Westchester.
Farley, George	New York	New York.
Frey, Henry	New York	New York.
Frost, Edwin F	Brooklyn	Kings.
Fry, William De Groot	Brooklyn	Kings.
Gillett, Lyman Otis	Lafargeville	Jefferson.
Godfrey, Thomas	Brooklyn	Kings.
Head, Wilson M	Madison	Madison.
Hebing, William	Rochester	Monroe.
Hogan, Jas., Jr	New York	New York.
Hogan, John	New York	New York.
Johnston, Wm. F	Richmond	Virginia.
Jones, William G	New York	New York.
Kane, James	Amboy	Middlesex, N. J.
Klingman, Francis	New York	New York.

Name.	Town.	County.
Koller, Karl G. F	New York	New York.
Kowald, August	Buffalo	Erie.
Maerhofer, Chas.	New York	New York.
Maloney, John	New York	New York.
Manahan, John	Syracuse	Onondaga.
Matthews, Eugene	New York	New York.
McCaffrey, Michael	Brooklyn	Kings.
McClelland, S. W	New York	New York.
McGrath, Roger	Ridgeway	Orleans.
Milbier, Adam	Syracuse	Onondaga.
Munger, Roscoe S	Salisbury	Herkimer.
Newby, John A.	Greenport	Suffolk.
Newkirk, Spencer	Goshen	Orange.
O'Brien, Charles	New York	New York.
Pettit, James	New York	New York.
Powell, Henry K.	New York	New York.
Reynolds, Geo. L	New York	New York.
Schloss, Solomon	New York	New York.
Shaw, Edwin	Sodus	Wayne.
Shughrue, Cornelius	New York	New York.
Siegmann, Jacob J.	Rome	Oneida.
Smith, Charles A.	Troy	Rensselaer.
Smith, Geo. W.	Ossian	Livingston.
Stafford, Willie	Troy	Rensselaer.
Taylor, Guerdon B.	Yates	Orleans.
Thompson, Frank B	Boundbrook	Somerset, N. J.
Upham, Chas. O	Watertown	Jefferson.
Van Orden, Jno	Paterson	Passaic, N. J.
Walters, George	New York	New York.
Whalen, Michael	China	Wyoming.
Wheeler, Jas. C.	New York	New York.
Witschief, Geo. H.	New York	New York.
Woolever, Orville F	Hounsfield	Jefferson.

FEMALES — RESIDENCE.

Bamberger, Caroline	New York	New York.
Bousfield, Eleanor H.	Newark	Essex, N. J.
Crowley, Margaret	New York	New York.
Decker, Georgie	Montgomery	Orange.
Flannery, Margaret J.	New York	New York.

Name.	Town.	County.
Freeman, Matilda J.....	Burlington	Burlington, N. J.
Hagadorn, Caroline V.....	Brooklyn	Kings.
Higgins, Julia M.....	Brooklyn	Kings.
Holly, Mary C.....	Middletown	Orange.
Leach, Jane P.....	New York	New York.
Lighthart, Alice M.....	Canastota	Madison.
Mahoney, Margaret.....	New York	New York.
McCue, Harriet	Alexandria.....	Jefferson.
Moore, Isabella C.....	New York	New York.
Mountain, Eliza.....	Brooklyn	Kings.
Nelson, Olive M.....	Bombay	Franklin.
O'Hare, Alice.....	New York	New York.
Peabody, Mary D.....	Brooklyn	Kings.
Pearl, Mary C.....	Nashville.....	Tennessee.
Pfiester, Pia.....	New York	New York.
Pickard, Alvira	Ellery	Chautauqua.
Ray, Martha J.....	New York	New York.
Rhinehart, Mary E.....	Syracuse.....	Onondaga.
Seaton, Matilda	Clay	Onondaga.
Smith, Julia.....	Buffalo	Erie.
Spencer, Emma	New York	New York.
Sprague, Ella.....	New York	New York.
Taylor, Elizabeth... ..	Chestertown.....	Warren.
Van Arsdale, Emma A.....	New Brunswick...	Middlesex, N. J.
Willis, Ellen.....	Pompey	Onondaga.
Wissinger, Margaret.....	Clarkstown.....	Rockland.
Woodward, Louisa A.....	Constantia	Oswego.

RECAPITULATION.

	Males.	Females.	Total.
Number embraced in the last catalogue, September 30, 1871	323	211	534
Admitted during the year.....	39	36	75
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Of the foregoing number, there are supported:

By the State of New York.....	329
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By the State of New Jersey.....	33
By their parents and guardians	14
By the Frizzell fund.....	1
No provision yet made	1
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	509
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Name.	Town.	County.
Van Ness, George H. W.	Newark	Essex, N. J.
Van Nort, John	Islip	Suffolk.
Van Wyck, Abraham	Stephentown	Rensselaer.
Vick, Charles	Brooklyn	Kings.
Volker, Augustus E.	Buffalo	Erie.
Voorhees, Louis T.	Brooklyn	Kings.
Vroman, Eugene	Middleburgh	Schoharie.
Wake, Estlie E.	Sodus	Wayne.
Walker, William	Elmira	Chemung.
Warne, John B.	Broadway	Warren, N. J.
Watts, William A.	Coxsackie	Greene.
Webster, Clarence E.	Buffalo	Erie.
Welch, Richard	Syracuse	Onondaga.
Welsh, John	Waterford	Saratoga.
West, Eugene	Springwater	Livingston.
White, William A.	Brooklyn	Kings.
Whittle, Frank	Hoosick	Rensselaer.
Wilkin, Julius	Flushing	Queens.
Willetts, David	N. Hempstead	Queens.
Willetts, William H.	N. Hempstead	Queens.

FEMALES — RESIDENCE.

Austin, Almeda M.	Watertown	Jefferson.
Barker, Linda F.	Southport	Chenango.
Barrager, Mary L.	Hancock	Delaware.
Barry, Eliza A.	Palmyra	Wayne.
Barry, Maggie T.	Palmyra	Wayne.
Batz, Eva	New York	New York.
Bauer, Margaretta	New York	New York.
Baumann, Margaret	West Farms	Westchester
Bennett, Margaret Thom.	Geneva	Ontario.
Berley, Augusta	New York	New York.
Bins, Catharine	Schoharie	Schoharie.
Bogert, Cornelia	Cape Vincent	Jefferson.
Bonnell, Ella M.	Oswego	Oswego.
Boughton, Jane	New York	New York.
Brearley, Ellen J.	Trenton	Mercer, N. J.
Brown, Ellen	New York	New York.
Brown, Martha A.	Kirkland	Oneida.
Browne, Mattie A.	Rockland	Sullivan.

Name.	Town.	County.
Bryan, Annie C.....	Bound Brook.....	Somerset, N. J.
Burrell, Ida W.....	New York.....	New York.
Caffrey, Delia.....	New York.....	New York.
Calhoun, Eliza.....	New York.....	New York.
Cannon, Ella.....	New York.....	New York.
Clackett, Eliza A.....	Brooklyn.....	Kings.
Clum, Louisa.....	Ghent.....	Columbia.
Conklin, Ann.....	Yorktown.....	Westchester.
Cobane, Anna.....	New York.....	New York.
Conner, Catherine.....	St. Johnsville.....	Montgomery.
Conly, Catharine.....	.....	Hunterdon.
Connor, Hannah M.....	New York.....	New York.
Conover, Isabella.....	New Brunswick...	Middlesex, N. J.
Conover, Lydia.....	New Brunswick...	Middlesex, N. J.
Cooper, Elizabeth.....	Pulaski.....	Oswego.
Croak, Maria.....	Watervliet.....	Albany.
Cummins, Viola.....	Vienna.....	Warren, N. J.
Dates, Nellie.....	Hector.....	Schuyler.
Davis, Eva A.....	Tompkins.....	Delaware.
Davis, Laura.....	Elmira.....	Chemung.
De Willeger, Isabella.....	New York.....	New York.
Dezendorf, Emily L.....	Brooklyn.....	Kings.
Dickinson, Ailee M.....	Ellisburgh.....	Jefferson.
Dicks, Sarah L.....	Monsey.....	Rockland.
Doenges, Frederika.....	Mount Vernon....	Westchester.
Douer, Christina.....	New York.....	New York.
Dowen, Mary A.....	Castleton.....	Richmond.
Doyle, Margaret.....	New York.....	New York.
Dugan, Mary A.....	New York.....	New York.
Dulong, Elizabeth.....	Elizabeth City....	Union, N. J.
Eckert, Sarah L.....	New York.....	New York.
Edmonston, Sarah S.....	Cornwall.....	Orange.
Emanuel, Sarah F.....	Brooklyn.....	Kings.
Evans, Mary.....	Elmira.....	Chemung.
Engel, Elizabeth.....	New York.....	New York.
Evans, Susanna.....	Whitestown.....	Oneida.
Faragher, Isabella.....	Rochester.....	Monroe.
Finn, Eliza Jane.....	Orange.....	Essex, N. J.
Finn, Sarah.....	Orange.....	Essex, N. J.
Finn, Mary.....	Orange.....	Essex, N. J.

Name.	Town.	County.
Fisher, Anna	Newstead	Erie.
Fisher, Sarah B.....	Dunkirk	Chautauqua.
Freyberg, Lena.....	Poughkeepsie	Dutchess.
Fritz, Mary	Dunkirk	Chautauqua.
Fuller, Laura	Pomfret	Chautauqua.
George, Elizabeth	Brighton.....	Monroe.
Gesberger, Lena.....	New York	New York.
Glockman, Augusta.....	New York	New York.
Gloyne, Mary.....	New York	New York.
Good, Margaret.....	New York	New York.
Goodman, Josephine.....	De Wittville	Chautauqua.
Gorton, Cora.....	Brookfield	Madison.
Gould, Annie L.....	Troy	Rensselaer.
Graves, Matilda J.....	Gouverneur	St. Lawrence.
Gray, Leonora C.....	New York	New York.
Gregg, Sarah M.....	Castile	Wyoming.
Guillan, Olive C.....	Brooklyn	Kings.
Gutsel, Adeline M.....	New York	New York.
Gunning, Caroline.....	Brooklyn	Kings.
Hagadorn, Mary E.....	Bath	Steuben.
Hallock, Elizabeth M.....	Durham	Greene.
Harrigan, Mary A.....	Northampton.....	Fulton.
Hastings, Grace Hall.....	Buffalo	Erie.
Hazard, Mary M.....	Buffalo	Erie.
Heaton, Catharine A.....	German Flats.....	Herkimer.
Henry, Hanatha.....	Cochecton.....	Sullivan.
Herbst, Elizabeth.....	New York	New York.
Highfield, Margaret A.....	Brooklyn	Kings.
Hildreth, Adeline R.....	Sag Harbor	Suffolk.
Hodder, Elizabeth A.....	Johnstown	Fulton.
Hofman, Mary.....	Ramapo	Rockland.
Horton, Eva.....	Wallkill	Orange.
Houghtaling, Margaret A ...	Albany	Albany.
Hull, Elizabeth J.....	Minisink.....	Orange.
Hults, Caroline	South Brunswick..	Middlesex, N. J.
Ives, Helen M	Troy	Rensselaer.
Jacobs, Ella J	Huntington	Suffolk.
Johnson, Dora	Lodi	Seneca.
Jones, Florence Hattie	New York	New York.
Jordan, Emma.....	Champlain	Clinton.

Name.	Town.	County.
Joubert, Josephine	Champion	Jefferson.
Kalaher, Bridget	New York	New York.
Kelly, Margaret	New York	New York.
Kelly, Rosanna	Brooklyn	Kings.
Kennedy, Ann	Macedon	Wayne.
Kennedy, Julia	Macedon	Wayne.
Kennedy, Letitia	Macedon	Wayne.
Kenney, Mary A.	New York	New York.
Kentfield, Emma E.	Gouverneur	St. Lawrence.
Kessler, Josephine	Brooklyn	Kings.
Kevitt, Hannah	Passaic	Passaic, N. J.
King, Mary E	Albany	Albany.
Kinney, Catharine M	Wright	Schoharie.
Klune, Adelaide M.	New York	New York.
Kneer, Maria	New York	New York.
Knifley, Johanna	Glenville	Schenectady.
Kugler, Annie C	Ramapo	Rockland.
Lang, Josephine	New York	New York.
Lawton, Cornelia	Great Valley	Chemung.
Leghorn, Isabella	Newburgh	Orange.
Levy, Eliza	New York	New York.
Lewis, Anna E.	Syracuse	Onondaga.
Ludwig, Emilia	New York	New York.
Mahoney, Julia	New York	New York.
Maulick, Louisa R.	New York	New York.
Mather, Clara B.	Utica	Oneida.
Maxwell, Martha	Troy	Rensselaer.
McClurg, Edna	Richmond	Ontario.
McCready, Addie L	Canandaigua	Ontario.
McCue, Bridget	New York	New York.
McIlvaine, Rachel	New York	New York.
McKeough, Margaret	Mooers	Clinton.
Miller, Alice L.	Manlius	Onondaga.
Mulligan, Hattie L	Watertown	Jefferson.
Murphy, Elizabeth	New York	New York.
Munch, Frederika	Brooklyn	Kings.
Myers, Jane	Gouverneur	St. Lawrence.
Neddy, Lucy	Indian Reservation,	Onondaga.
Niver, Mary E	Fishkill	Dutchess.
Noble, Elizabeth	New York	New York.

Name.	Town.	County.
Noe, Sarah Jane	Rahway	Middlesex, N. J.
Odell, Lueka	New York	New York.
Owens, Jane F.	Hampton	Washington.
Palmatier, Mary E.	White Plains	Westchester.
Penrose, Elizabeth	Patterson	Passaic, N. J.
Pepper, Mary	North Hudson	Essex.
Peterson, Bertha	New York	New York.
Post, Clara	Passaic	Passaic, N. J.
Price, Honora	Port Richmond ...	Richmond.
Quinn, Margaret	Brooklyn	Kings.
Rahm, Emma	New York	New York.
Randall, Ella J.	Amherst	Erie.
Reed, Emma Vedmore	Stapleton	Richmond.
Reid, Cornelia A.	Key West	Florida.
Reilley, Mary A.	Montgomery	Orange.
Reycraft, Avis	Brooklyn	Kings.
Reis, Amelia	New York	New York.
Rodgers, Kate	New York	New York.
Ritter, Jennie M.	Leyden	Lewis.
Rogers, Eugenia	New York	New York.
Rogers, Mary A.	New York	New York.
Roe, Harriet J.	Wawayanda	Orange.
Rosch, Clara E.	Brooklyn	Kings.
Rose, Elnora	Lloyd	Ulster.
Ruger, Anna	New York	New York.
Sands, Ida	New York	New York.
Sayles, Amanda	Pharsalia	Chenango.
Schafer, Barbara	Mount Vernon ...	Westchester.
Schanck, Mary A.	Freehold	Monmouth, N. J.
Searle, Charlotte	Williamsburgh ...	Kings.
Seaver, Annette	Buffalo	Erie.
Semple, Mary	Utica	Oneida.
Shute, Kate C.	Brooklyn	Kings.
Sitterly, Winnifred	Guilderland	Albany.
Skelly, Mary	Brooklyn	Kings.
Skye, Isabella	West Eaton	Madison.
Souine, Louisa	New York	New York.
Smith, Elnora	New York	New York.
Smith, Margaret E.	Reading	Schuyler.
Stephens, Florence A.	Bloomingsburgh ..	Sullivan.

Name.	Town.	County.
Stein, Sarah	New York	New York.
Stevens, Cynthia	Hannibal	Oswego.
Stiles, Peninah A.	Binghamton.....	Broome.
Streiner, Catherine.....	Brooklyn	Kings.
Strauss, Louisa.....	New York	New York.
Streiner, Elizabeth	Brooklyn	Kings.
Stuart, Isabella	New York	New York.
Stubner, Frances	New York	New York.
Sturmwald, Sarah	New York	New York.
Sullivan, Eva E.	Richmond	Ontario.
Swertman, Christina.....	Brooklyn	Kings.
Taylor, Alice	Brooklyn	Kings.
Terry, Emma.....	New York	New York.
Thomas, Ettie M.	Parishville	St. Lawrence.
Tharp, Mary E.	Montana	Warren, N. J.
Thompson, Jennie L.	Sidney	Delaware.
Turner, Minnie L.	Brooklyn	Kings.
Vaupel, Mary.....	New York	New York.
Vincent, Emma.....	Harrison	Hudson, N. J.
Vogel, Louisa.....	New York	New York.
Vogelsang, Charity B.	Albany	Albany.
Vollbrecht, Dora	New York	New York.
Waetge, Mary	New York	New York.
Waldron, Lucy Ann.....	Paris	Oneida.
Way, Theodora V.	Caneadea	Allegany.
Wenner, Bawendt.....	Hempstead.....	Queens.
Whalen, Annie	New York	New York.
Whalen, Julia A.	China	Wyoming.
White, Maggie.....	Little Falls.....	Herkimer.
Whitehead, Mary H.	New York	New York.
Whittaker, Annie J.	New York	New York.
Whittleton, Cora E.	Ridgeway.....	Orleans.
Williams, Jane.....	Brooklyn	Kings.
Winant, Ann	Rye	Westchester.
Witt, Barbara	New York	New York.
Woods, Florence	Syracuse.....	Onondaga.
Woodworth, Sarah E.	Williamsburgh ...	Kings.

LIST OF PUPILS

Who left the Institution in the year 1871-72.

MALES — RESIDENCE.

Name.	Town.	County.
Ball, Hiram L	Cicero	Onondaga.
Beckett, Wm. H	Brooklyn	Kings.
Bednartz, Henry	New York	New York.
Bell, Milton	Hackettstown	Warren, N. J.
Besaac, John	Hudson	Columbia.
Blood, William H.....	Elmira	Chemung.
Boyce, Holmes Wesley.....	Mattewan	Monmouth, N. J.
Bond, William A.....	Brooklyn	Kings.
Burrucker, George.....	New York	New York.
Brewer, Samuel E.....	Mount Vernon ...	Westchester.
Canlon, John	Havana.....	Schuyler.
Carroll, William	New York	New York.
Cheeseman, Marsena E.....	Sardinia	Erie.
Cogswell, Marion	Marion	Wayne.
Cottman, John C	New York	New York.
Dayoue, Henry Scott	New York	New York.
Delong, George N.....	Parishville	St. Lawrence.
Dempsey, Farrell	Albany	Albany.
Dinehart, Zaccheus	Amboy	Oswego.
Dodge, Albert A.....	Buffalo	Erie.
Doenges, Frederick.....	Mount Vernon ...	Westchester.
Farley, George.....	New York	New York.
Frey, Henry.....	New York	New York.
Frost, Edwin F	Brooklyn	Kings.
Fry, William De Groot	Brooklyn	Kings.
Gillett, Lyman Otis.....	Lafargeville	Jefferson.
Godfrey, Thomas.....	Brooklyn	Kings.
Head, Wilson M	Madison	Madison.
Hebing, William.....	Rochester	Monroe.
Hogan, Jas., Jr	New York	New York.
Hogan, John	New York	New York.
Johnston, Wm. F	Richmond	Virginia.
Jones, William G	New York	New York.
Kane, James	Amboy	Middlesex, N. J.
Klingman, Francis	New York	New York.

Name.	Town.	County.
Koller, Karl G. F	New York	New York.
Kowald, August	Buffalo	Erie.
Maerhofer, Chas.	New York	New York.
Maloney, John	New York	New York.
Manahan, John	Syracuse	Onondaga.
Matthews, Eugene	New York	New York.
McCaffrey, Michael	Brooklyn	Kings.
McClelland, S. W	New York	New York.
McGrath, Roger	Ridgeway	Orleans.
Milbier, Adam	Syracuse	Onondaga.
Munger, Roscoe S	Salisbury	Herkimer.
Newby, John A.	Greenport	Suffolk.
Newkirk, Spencer	Goshen	Orange.
O'Brien, Charles	New York	New York.
Pettit, James	New York	New York.
Powell, Henry K.	New York	New York.
Reynolds, Geo. L	New York	New York.
Schloss, Solomon	New York	New York.
Shaw, Edwin	Sodus	Wayne.
Shughrue, Cornelius	New York	New York.
Siegmann, Jacob J.	Rome	Oneida.
Smith, Charles A.	Troy	Rensselaer.
Smith, Geo. W.	Ossian	Livingston.
Stafford, Willie	Troy	Rensselaer.
Taylor, Guerdon B.	Yates	Orleans.
Thompson, Frank B	Boundbrook	Somerset, N. J.
Upham, Chas. O	Watertown	Jefferson.
Van Orden, Jno	Paterson	Passaic, N. J.
Walters, George	New York	New York.
Whalen, Michael	China	Wyoming.
Wheeler, Jas. C.	New York	New York.
Witschief, Geo. H.	New York	New York.
Woolever, Orville F	Hounsfield	Jefferson.

FEMALES — RESIDENCE.

Bamberger, Caroline	New York	New York.
Bousfield, Eleanor H.	Newark	Essex, N. J.
Crowley, Margaret	New York	New York.
Decker, Georgie	Montgomery	Orange.
Flannery, Margaret J.	New York	New York.

Name.	Town.	County.
Freeman, Matilda J.....	Burlington	Burlington, N. J.
Hagadorn, Caroline V.....	Brooklyn	Kings.
Higgins, Julia M.....	Brooklyn	Kings.
Holly, Mary C.....	Middletown	Orange.
Leach, Jane P.....	New York	New York.
Lighthart, Alice M.....	Canastota	Madison.
Mahoney, Margaret.....	New York	New York.
McCue, Harriet	Alexandria	Jefferson.
Moore, Isabella C.....	New York	New York.
Mountain, Eliza.....	Brooklyn	Kings.
Nelson, Olive M.....	Bombay	Franklin.
O'Hare, Alice.....	New York	New York.
Peabody, Mary D.....	Brooklyn	Kings.
Pearl, Mary C.....	Nashville.....	Tennessee.
Pfiester, Pia.....	New York	New York.
Pickard, Alvira	Ellery	Chautauqua.
Ray, Martha J.....	New York	New York.
Rhinehart, Mary E.....	Syracuse.....	Onondaga.
Seaton, Matilda	Clay	Onondaga.
Smith, Julia.....	Buffalo	Erie.
Spencer, Emma	New York	New York.
Sprague, Ella.....	New York	New York.
Taylor, Elizabeth... ..	Chestertown.....	Warren.
Van Arsdale, Emma A.....	New Brunswick...	Middlesex, N. J.
Willis, Ellen.....	Pompey	Onondaga.
Wissinger, Margaret.....	Clarkstown.....	Rockland.
Woodward, Louisa A.....	Constantia	Oswego.

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REPORT OF THE SUPERINTENDENT AND PHYSICIAN.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN. — The departments of the institution intrusted to my supervision have been highly prospered during the entire year.

Under the instructions of the executive committee, several important improvements and repairs have been made:

1. The transiently built steps and platform at the front entrance to the main building have been removed, and, in view of carrying out the original plan of the architect, a veranda has been erected in their place, extending across the central projection (sixty-five feet) of the main building, which gives its exterior a more finished appearance, as well as securing advantages in ventilation and convenience.

2. The demands of the increasing numbers of the family having outgrown the laundry accommodations, an extension of thirty-three feet by fifty-eight feet, and two stories, has been added to the laundry, and a more modernly constructed drying apparatus and other fixtures introduced therein. The second story provides much-needed lodging room for the laundresses, while the lower floor will be used mainly as a laundry, by which the rooms now used for that purpose, under the school-house, will be vacated and appropriated to such other necessary uses as will not be attended with improper ventilation into the class-rooms, a serious objection hitherto experienced.

3. Much difficulty has been experienced heretofore in the circulation of steam through the coils, and its proper distribution in remote parts of the establishment; and much expense has been incurred at various times therefor in remedial experiments. It was also found that the more exposed parts of the house were grievously deficient in heating surface. In view of correcting these defects, during vacation the steam-traps and return-pipes were rearranged, and the latter increased, and considerable additional heating surface placed where most needed. With proper attention, the expenditure incurred therefor will, we trust, be amply justified by future experience.

4. The two large cylindrical tanks located in the basement of the main building the early part of 1871, with coil of pipe and furnace

attached, for the purpose of supplying warm water for bathing, proved absolutely inadequate and impracticable. These tanks were therefore removed to the boiler-house and so arranged as to utilize the exhaust steam from the engine and pumps, by which an abundance of hot water has been constantly provided, not only for bathing, but for daily general use in the house, and also for the steam boilers in summer, instead of cold, as formerly, resulting in considerable saving of coal and of very great convenience.

5. The water-pipes, from the terminus of the new four-inch Croton, near the boiler-house, extending near 400 feet through the court intermediate to the main and school building, to the south-eastern or girls' wing, from which the numerous ramifications through the establishment received their supply, becoming partially closed by rust from use since the institution was located on its present site, have been removed, and four-inch pipes substituted therefor, with two fire hydrants attached at suitable points for use in the event of emergencies.

6. During the latter part of the winter, portions of the old earthen main sewer became obstructed. On examination it was found in bad condition, which could not be permanently remedied less than substituting a new and larger pipe. Accordingly, early in vacation, 164 feet of the old eight-inch was removed, and one of twelve-inch put in its place. The remainder of the old sewer, some seventy-five feet, was examined, and, finding it in comparative good order, it was left undisturbed. Five brick traps were built in connection with the sewers to carry off surface water and other uses, which will contribute essentially to relieve the buildings and surroundings of dampness, as well as be promotive of cleanliness.

7. Additional ventilating arrangements have been constructed in the culinary apartments.

8. The steam coils used for warming the chapel, and over which air passes into the chapel at all seasons, have been properly inclosed with brick to prevent waste of steam and the ventilation of impure air into them and chapel from the basement, and being the receptacles of debris.

9. The intermediate court, and, to a considerable extent, the roads in proximity to the buildings have been covered with Hudson river limestone gravel, which gives them a neater appearance, and, when well trodden, will furnish a pleasanter and dryer surface in transition seasons.

10. Considerable labor has been expended in thinning out and clearing up the forest intermediate the premises and river.

11. The dock, which had been in a crumbling condition from the influence of age, and sliding riverward, is now undergoing repairs.

The general and usual repairs of the buildings, roofs and gutters, including painting exteriorly and interiorly generally, kalsomining, etc., have received a liberal share of attention.

The furniture and equipments of the institution generally, including vehicles, horses, office furniture, etc., have been considerably increased.

In view, therefore, of what has been accomplished under your instructions and cheerful co-operation, and now under process toward completion, and the generally favorable condition of the material affairs of the institution, the ensuing year will open with increasing promise in more pleasing directions.

EXPENDITURES.

The expenditures for the year compare favorably with the previous year, and when it is considered that there has been a larger average of pupils in the house to feed and clothe, and an increase of employees' salaries and wages, and the more important fact, that nearly or quite two months of the school session of the previous year, most of the pupils were away on account of the epidemic and delay in completing the school-house, they compare still more favorably.

The collections from the several counties, and from individuals, have been promptly made and paid over to the treasurer, and the large amount of work in the office has been closely written up from day to day.

INDUSTRIAL.

The advantage of the increased accommodations for trade pursuits and industrial occupations of the pupils, provided by the erection of the brick shop in 1869, have been more fully enjoyed than usual the past year. Carpenter and cabinet work seem best suited to the majority of the larger pupils. Their friends are anxious, too, that they should learn these trades, and as a general rule they take to them more readily than either of the other trades taught. At present our accommodations for these trades are much crowded. If they could be classified, and the second floor be more or less appropriated to the cabinet branch, and the tailor's department be transferred to other apartments, greater benefits would be happily realized.

A small room on the second floor of the shop will soon be vacated if desired, which can be assigned to the purpose of introducing the trade of printing. There are employed three hours daily in the carpenter and cabinet shop, in the shoe and tailor's department and in the garden, a few less than two hundred boys. The remainder, mostly small and non-intellectual, as far as practicable, are employed in pleasant weather in keeping the grounds in order. Much of their time, however, they are more or less idle or given to experimental pursuits.

With the exception of about a dozen who are learning the trade of manufacturing boys' clothing, the girls devote three hours daily in learning dressmaking and to do general housework.

DISCIPLINE.

The good accomplished in so large a family is justly measured by the discipline which prevails in it. Feeling conscious of its importance, we have given our energies, as far as practicable, to its maintenance.

The indiscriminate admission of children under ten years of age is of doubtful expediency if not of positive injury. By it they lose the life and finer susceptibilities and untold benefits and endearments of the family relation. They are pushed forward rapidly over the period of childhood to mature character, in violation of the plainest laws of healthy development. They are deprived of the paramount advantages of the prior establishment of the habits of hearing and speaking persons, and receive the irremovable impress of exclusive mutism. They are deprived of the natural resources acquired by early contact with and knowledge of common things to draw on as aids in their tedious task of gaining a knowledge of letters and books. They learn the habits and practices of older persons before nature has prepared them safely to receive such knowledge. They embarrass the general discipline, the progress of the older, and impair the efficiency of the institution in the attainment of its noble objects and *higher grade* of benefits, and, in the end, it is doubtful if they are as far advanced, other things being equal, as those admitted at a later age. The grade and character of the institution is thereby depressed.

These comments are intended in no wise as unfavorable to placing them in separate apartments or into smaller families, under speaking and hearing women. They want mothers as well as teachers. I express these impressions from careful observation, and mainly from the relations physiology holds to the education of the young. The tendency of so large a family of varying ages mingling together

promiscuously, under the same system and regimen, in the pursuit of education and proper training, is to over-stimulate those of tender age, and consequently indirectly weaken self-reliance and check healthy development.

A properly fitted up and equipped gymnasium is a great want of the institution. It would engage the pupils in the interim of work and rest and in inclement weather, and draw away the noise and tumult from in and about the house.

Appropriate pictures and mottoes, hung upon the walls throughout the house, would do much to instruct and amuse them in their unemployed hours and tend to refine their tastes and habits. The expense thereof would be trifling compared with the benefits derived from them.

MEDICAL.

Sprain	2
Intermittent fever	42
Injuria	4
Catarrh (acute)	18
Constipation	2
Contusion	7
Scrofula	7
Rheumatism (acute)	3
Abscess	6
Erysipelas (phlegmonous)	2
Hemorrhage	1
Cancrum oris	1
Dislocation elbow	1
Otitis (acute)	3
Typhoid fever	1
Phthisis	4
Periostitis	1
Ephemeral fever	2
Felon	1
Conjunctivitis	4
Chicken-pox	19
Glandula	4
Fracture forearm	1
Parotidea (mumps)	18
Peritonitis	1
Indigestion	7
Bronchitis	9
Nervous debility	3
Nervous excitability	1
Pneumonia	6
Tonsillitis (acute)	5
Whooping cough	2
Ophthalmitis	2
Dislocation of shoulder	1

Ulcers	3
Hemorrhoids	1
Laryngitis	5
Gastric fever.....	4
Ecthyma	1
Measles	3
General debility	3
Nephritis (acute).....	2
Hepatic fever	1
Incised wound.....	1
Lacerated wound.....	1
Congestive fever.....	1
Congestion lungs.....	1
Necrosis.....	1
Diarrhoea	2
Inflammatory croup.....	2

While many have been sent to the hospital daily for trifling illness, and by thus receiving early attention, few have been detained more than a night or two. These are not entered on the records, and are not included in the foregoing list of diseases.

The sickness for the year, excepting in the case of George N. Delong, aged 17, has been in results comparatively unimportant. George came into the hospital just before the close of the term, the last week in June, with symptoms of cerebral disease similar to attacks which he had previously experienced. His disease soon assumed a grave character, which, with short intervals of remission, increased in severity until the evening of the 5th of July, when he expired without a struggle or apparent suffering. *Post mortem* revealed, in confirmation of diagnosis, congestion of the brain, super-induced by pre-existing disease, and excited by the intense heat to which he had been exposed. He was an unusually well-behaved boy, and had thereby gained the affections of all who had become acquainted with him.

His father, a most excellent Christian man, was with him the last few days of his illness, and accompanied his remains to his home in St. Lawrence county for burial. He feelingly expressed his gratitude toward the institution for its benefaction, and entire satisfaction with all that had been done for his son.

I take pleasure in acknowledging my indebtedness to Dr. William Frothingham for his professional services and advice from time to time.

But two deaths have occurred among the pupils in the institution, during the term, one from disease and one from a fatal accident on the railroad track.

It is with humble and reverent gratitude that we recognize the guidance and protection of Divine Providence in the general exemption from fatal sickness, and the high degree of improvement in the general health of the pupils.

Gratefully and sincerely,

S. D. BROOKS,
Superintendent and Physician.

REPORT ON THE ANNUAL EXAMINATION FOR JUNE, 1872.

SUBMITTED BY DR. PEET.

The committee, to whom was intrusted the annual examination of the classes at the close of the academic year 1871-72, have the honor to report:

That they gave to the duty assigned to them four working days, viz., from Thursday, 20th, to Monday, 24th of June, inclusive.

As there are in the institution more than 500 pupils, arranged in thirty classes, it was necessary that the members of the committee should divide their labors, and have the assistance of some other well qualified gentlemen, in order that each of the thirty classes should have a thorough examination.

The chairman of the committee examined, during the four days, nine classes personally, including five in the Primary, two in the Intermediate, and two in the Senior Department. Other members of the committee, aided by the principal and two of the professors, conducted the examination of the other classes, reporting the results to the committee through its chairman. A special examiner, Rev. Edward W. Gilman, was obtained for the High Class.

The schedule of the classes hereunto annexed, furnished to the committee by the principal, shows for each class the name of the teacher, the standing of the class, and the number of pupils.

SCHEDULE OF CLASSES JUNE, 1872

Class.	TEACHERS.	Years.	NUMBER.			PRESENT AT EXAMINAT'N.		
			Males.	Females.	Total.	Males.	Females.	Total.
PRIMARY DEPARTMENT.								
I	Henry D. Reeves.....	2 years.....	10	10	20	10	9	19
II	Rowland B. Loyd.....	2 years.....	10	10	20	9	10	19
III	Charles S. Newell, Jr.....	2 years.....	13	7	20	13	7	20
IV	Annie Wager.....	2 years.....	13	8	21	13	8	21
V	Wm. E. Clarke.....	1 year 6 months.....	15	15	15	14	11	14
VI	Bessie Fitzhugh.....	1 year.....	5	12	17	4	11	15
VII	Jeremiah W. Conklin.....	1 year.....	18	4	22	16	4	20
VIII	Luann C. Rice.....	1 year.....	7	8	15	7	8	15
IX	Mary Howell.....	9 months.....	11	9	20	10	9	20
X	Chas. W. Van Tassel.....	8 months.....	7	6	13	7	5	12
XI	Stephen W. Fitch.....	2 months.....	5	4	9	2	3	5
INTERMEDIATE DEPARTMENT.								
I	Alphonso Johnson.....	5 years.....	13	9	22	13	8	21
II	Josephine L. Ensign.....	5 years.....	9	7	16	9	6	15
III	Gilbert C. W. Gamage.....	5 years.....	14	6	20	13	5	18
IV	Albert P. Knight.....	4 years.....	14	6	20	14	5	19
V	Charles W. Van Tassel.....	4 years.....	10	6	16	9	11	20
VI	Weston Jenkins, A. M.....	4 years.....	10	11	21	9	11	20
VII	Fort Lewis Seliney.....	3 years.....	10	10	20	10	10	20
VIII	Kate Blauvelt.....	3 years.....	13	8	21	12	7	19
IX	Isabella H. Ransom.....	3 years.....	11	10	21	11	8	19
SENIOR DEPARTMENT.								
I	Henry Winter Syle, B. A.....	8 years.....	14	8	22	11	7	18
II	Francis D. Clarke.....	7 years.....	15	8	23	13	8	21
III	Isabel Van Dewater.....	7 years.....	8	12	20	8	8	16
IV	Thomas H. Jewell.....	6 years.....	11	4	15	9	3	12
V	John R. Burnet.....	6 years.....	12	5	17	11	5	16
DEPARTMENT OF ARTICULATION.								
I	Prof. B. Englesman, assisted by Miss C. Ransom.....	6 mo. to 6 years.....	15	14	29	15	14	29
II	Jane T. Meigs.....	5 mo. to 5 years.....	12	4	16	12	3	15
III	Battie E. Hamilton.....	8 mo. to 8 years.....	5	7	12	5	6	11
COLLEGIATE DEPARTMENT.								
Supplemental..	Profs. Cooke, Syle, Jenkins and F. D. Clarke.....	Various.....	21	10	31	20	8	28
High.....	Prof. O. D. Cooke and Miss Ida Montgomery.....							

Of the thirty teachers (not including the principal) now connected with the institution, eighteen are deaf-mutes or semi-mutes, of whom five are ladies. Of the twelve speaking teachers, seven are ladies, making twelve lady teachers out of thirty.

Of the eighteen deaf teachers, all but two or three are graduates of our institution, most of them of our High Class, a striking evidence of the value of that class; to which we add, that about as many more graduates of that class are teaching their deaf-mute brethren and sisters in other institutions.

CLASSIFICATION.

The standing of a class, as the committee were informed, is governed rather by the attainments of the class than by the actual time the individual pupils have been under instruction. Still, for the better portion of the pupils of each year, the "standing" of the class really shows the time of instruction; but in many of the classes there are pupils who have been in the institution a shorter or longer time than that given as the standing of the class.

The examination was begun with the Primary Department, embracing the eleven classes whose standing was two years or less. These classes comprised, as is shown by the schedule, 192 pupils, of whom 180 were present at the examination. The larger portion of these were little children from the age of six or seven up to ten, twelve or thirteen. There were, however, some of more advanced age.

The Intermediate Department embraced the classes whose standing is from three to five years. These classes are nine in number, three of each year, and comprise 171 pupils, of whom 160 were present.

The Senior Department comprehended the classes of six, seven and eight years. These were five in number, and counted ninety-seven pupils, of whom eighty-three were present.

The Articulation Department embraced three classes of various standing, and equally various in age and capacity, in all fifty-seven pupils, of whom were present fifty-four.

The Collegiate department, embraced the High Class and the Supplemental Class, which were examined together; the whole number on the rolls of these two classes being thirty-one, of whom were present twenty-eight; males twenty, females eight.

The total number on the rolls of the thirty classes, it thus appears, was 548, and the number present at the examination 505, of whom were males 309, females 196.

In such a large number of deaf-mutes, a number much larger than was ever brought together in any other institution in the world, there is, of course, a great diversity of character and capacity. The institution never rejects applicants who are at all capable of instruction, however dull they may be; and hence there are usually among its pupils, as among all other promiscuous gatherings of deaf-mutes, a proportion of cases affording a very feeble hope of proficiency in the difficult study of written language. There are occasionally some whom, after patient trial, we are obliged to send away as incapable of benefit from the most skillful and persevering efforts of the teacher; and from this hopeless condition the mental powers of the children brought

to us vary in many degrees, up to those whose success in mastering studies so difficult to persons laboring under their privation, is as marvelous as it is gratifying.

It will hence be understood that there are, among the pupils of every year, some whose progress is slower, and others whose advance in all their studies is more rapid than the average. As the number of admissions for several years past has averaged over seventy, in one or two years exceeding one hundred, the principal is thus enabled to classify the pupils at the beginning, according to docility and apparent capacity. And, as each class advances, those who from dullness, indolence or necessary absence are left much behind, drop into a lower class, their place being supplied sometimes by promotions, as a reward for diligence and proficiency, from the class next below, and sometimes by those left behind in the class next above. In this way a uniformity of attainment is secured which greatly lightens the labor of the teacher. This uniformity of capacity and attainment also acts as a spur to the indolent members of the class, none being so inferior that they cannot with a little effort keep up with their class.

The classification would be much easier if our pupils generally entered at nearly the same age. A considerable number, especially from remote parts of the county, are kept at home till they reach the regular age of admission for State pupils (twelve years), in some cases to even a later age. Others, especially from the cities, are sent as county pupils as early as the age of six or seven; and from that at all ages up to the State limit. The greater number now enter at eight to twelve years. It need hardly be said that a child of six or seven (capacity and other circumstances being equal) is less capable of study and continuous attention than one of eleven or twelve. Hence a double classification becomes necessary at the beginning, according to age and according to capacity.

There is yet a third element to be taken into account in classifying the new arrivals. While the greater number are deaf from birth, or from such an early age that they retain no knowledge of language, beyond a few childish utterances, there are some who learned to speak fluently, and, in some cases, to read and write before losing their hearing. These, with a few who are only partially deaf, are placed in the Articulation Department.

For the true deaf-mute our language, in its written form, is both the most important and the most difficult subject of study. In fact, for many centuries the deaf from birth, or from such an early age as to have lost the ability to speak intelligibly, were held to be utterly

incapable of learning to read and write. As writing represents speech, it seemed to the wisest men of ancient times manifestly impossible that those for whom speech had no existence should understand writing. And even now, after all the improvements that have been made in the processes of instruction by men of eminent ability during three centuries, this instruction of a true deaf-mute in the forms and idioms of language is still one of the most difficult of intellectual undertakings. Nor should this be surprising when it is borne in mind that deaf-mutes must remember words by their written or printed form, as we do Chinese characters. With us, the alphabetical characters merely recall the spoken words, with which we have long been familiar. With the deaf and dumb, the written or printed words must be committed to memory letter by letter, wholly unaided by any association with the sounds of the words. Words are thus a much greater burden to the memory than when learned, in the natural mode, through the ear by successive syllables; and especially the right order of words is much less easily remembered when it is taken in only by the eye, than when the memory is aided by the easy flow of words in accent, cadence and rhythm that please the ear.

But the great obstacle to a deaf-mute's rapid progress in language is the comparative slowness, coldness and tediousness of all modes of repeating words to the eye compared with the ease, rapidity and natural life of speech addressed to the ear. The deaf-mute student thus finds it difficult to avail himself of that best of all aids to the study of a language—constant practice in its use on matters of daily, living interest; and especially the mode in which children learn language, by listening to what is spoken around them referring to actions, objects or events present at the time, has no more existence for the deaf-mute than pictures have for the blind.

The natural mode in which deaf-mutes converse is by signs, and when by this mode of communication they can converse with perfect certainty of being mutually understood, and with a rapidity surpassing that of speech itself, it is only a sense of the great importance of an ability to use our language that can induce them to use with each other the tedious mode of writing or spelling sentences, letter by letter.

Another difficulty, not less serious at the beginning, is that our deaf-mute pupils come to us not only ignorant of words, but destitute of most of the ideas expressed by words. This, however, lessens and nearly disappears as their instruction progresses.

These remarks are offered to explain the fact which those not fami-

liar with the subject of deaf-mute instruction do not easily comprehend, that for the younger classes of an institution for deaf-mutes the studies must be confined to lessons in language and penmanship, with a mere beginning in arithmetic, and some explanation of the fundamental truths of religion; and that the lessons in language must be of the simplest kind, going back to the very first elements of speech, the noun, the adjective and the simplest tenses of the verb, with their most indispensable adjuncts, and no more. Even the most simple and elementary of children's books present multitudinous phrases and sentences too complicated and idiomatic and expressing ideas too elevated for the use of a class of deaf-mute beginners. As they must begin with the simplest elements both of language and thought, books specially prepared for their use become necessary; and as they learn words slowly, but understand pantomime readily, and acquire the sign dialect in use around them readily and spontaneously, it is on this natural pantomime and cultivated language of signs that the teacher must depend for the explanation of his lessons, and especially as a means of moral culture and of religious instruction.

PRIMARY DEPARTMENT.

In the Primary Department were found children of varied ages, from six or seven to fifteen, and even more. Many of these appeared very bright and promising; quick to understand, eager to learn, and happy in their mental acquisitions, and in the power of social and intellectual enjoyment which, for the first time, opens to them in the society of the institution. Others appear comparatively dull and unpromising; but even these have become able to converse in the sign-dialect of the institution, not only on all necessary subjects connected with their daily wants, duties and little adventures, but, also, to understand explanations in signs of the letters they receive from their anxious friends at their distant homes.

The studies of this department are: Peet's Elementary Lessons, a volume of about 300 pages (16mo.), which has been for more than a quarter of a century the text-book for the younger classes in this and many other institutions for deaf-mutes; Peet's Scripture Lessons; exercises in writing sentences, descriptions, very simple narratives, and short letters to their friends; penmanship; and a beginning in addition and subtraction.

Of the eleven classes in this department those lowest in the classification embraced some pupils who had been under instruction but a very short time, and some whose progress had been retarded by sick-

ness, or by natural slowness and dullness. The lowest class had barely learned to write a few names of familiar objects. The next, one of three months' standing, could connect these names with adjectives of color, as "A black hat," "A yellow chair," and could use intelligently a few verbs in the imperative, and in the past indicative, *e. g.*, "Bring a book," "James brought a book." They could also write their own names, residences and ages.

The classes of one year's standing had gone about half through the volume of Elementary Lessons, and had acquired some facility in the use of the simpler forms of language. Their handwriting was, for the most part, remarkably good for the short time they had been under instruction. Most of them could write numbers to the hundreds, both in letters and figures, and had had some practice in simple addition.

They had also made a beginning in the important branch of religious instruction, committing to memory as a Sabbath task, the first few lessons of the little volume of Scripture Lessons already mentioned. These lessons set forth in short and simple sentences the existence and attributes of God, and the duties we owe to God and each other.

The classes of two years' standing had finished the Elementary, and had made a beginning in the first chapter of the Third Part, which relates, in very simple language, the Progress of Man from infancy to old age, introducing a great number of household words and phrases. The brighter portion of these children had not only made great acquisitions of knowledge through their own language of signs, showing in that language a considerable range of ideas, and an ability to receive and communicate any familiar facts and items of news; but could also express many of those facts in simple sentences with a good degree of correctness. They could answer in writing such questions as these:

Who gave you that book?

Can you swim?

Which do you like best, grapes or oranges?

Have you ever been to the Central park?

Can men hide from God?

Can a man make a bird?

Have you a soul?

Have animals souls?

In arithmetic the classes of two years had been practiced in addition and subtraction, in which they showed gratifying readiness and correctness.

INTERMEDIATE DEPARTMENT.

Of the nine classes of the Intermediate Department, three had a standing of three years, three of four years, and three of five years, ranked according to attainments; some, who either began very young, or had fallen behind from various causes, having been in the institution a longer time.

Those of three years, having finished and reviewed the Elementary Lessons, had committed to memory the History of Man in Peet's Third Part of the Course of Instruction;* and one class had advanced to the chapter on the comparison of adjectives. In arithmetic all had been practiced in addition and subtraction. In the Scripture Lessons most had advanced in the second or historical part from Adam to Jacob.

The classes of the fourth year had advanced in the Third Part through the chapter in the History of Animals, which gives, in very simple language, specially adapted to deaf-mute pupils, traits of animals in general, and sketches of all the best known and most useful or interesting animals, from the elephant to the worm, illustrated by about 180 cuts. In the Scripture Lessons they had made various progress; one class only from Adam to Saul, while another had gone through the little book to the death and resurrection of the Saviour. In arithmetic, these classes had advanced to division. In geography, they had made a beginning, chiefly by learning the names, situations and capitals of the States on wall maps.

The classes of five years had gone through the Third Part, or nearly so, adding to the studies of the previous year the chapter on the development of the verb, in which the more difficult moods and tenses, not embraced in the Elementary Lessons, are introduced; and an exposition is given of that form of the verb so difficult for deaf-mutes, the use of the past inflections of the verb in the subjunctive and potential moods to denote present or future time when an ability, inclination or possibility is expressed to do what is not done, or will not be done; or when a supposition is made contrary to the fact, for the sake of stating that ability, inclination or possibility.

In all these studies the committee found evidence of faithful teaching, and of progress during the year.

SENIOR DEPARTMENT.

The five classes of the Senior Department, embracing, with the exceptions and qualifications already referred to, those pupils who had

* The Second Part has long been out of print.

been in school from six to eight years, were found to have made proportional advances in all studies.

As the limits, to which the committee have restricted themselves, do not admit of speaking of each class in detail, they will refer more particularly to the two which were examined by the chairman personally, the fifth and the first, adding, that those members of the committee who examined the other classes of this department, the fourth, third and second, found results creditable alike to the faithfulness of the teacher and to the capacity and diligence of the pupils.

The fifth class of this department had a standing of six years, and this was the actual time most of its members had been in school. One had been a longer and three or four a shorter time.

The chapter (IV) of the "Third Part," embracing the development of the verb, had been the principal text-book of their studies in language during the year. The teacher had, however, supplemented it with lessons on some forms of speech not embraced in the "Third Part," such as the relative pronoun, and a number of phrases embracing abstract nouns.

The progress of the pupils in the more difficult forms of the verb was shown by the readiness with which, when told, for instance, to give examples on the subjunctive mood, they wrote, as the impromptu expression of their own ideas and fancies, such sentences as the following, copied verbatim from their slates:

"If I had enough money I would buy a handsome book and a pretty doll, and give them to my little cousin."

"If I had time enough I would go to the city."

"If I had money enough I would travel in Asia, Africa and Europe."

"If I were in Asia, I would bring you many spices and much tea."

On the passive verb, they gave such impromptu examples as these:

"A mouse was drowned in a pan of milk which was on the shelf."

"I was hurt by falling from a tree."

Of course, all did not write as correctly as the above. Such sentences as the following were occasionally seen:

"The lightning was struck by the institution."

It is only by long practice and abundant repetition that deaf-mutes can learn to use such forms of language with unvarying correctness.

While the larger part of this class appeared bright and intelligent, and had rewarded the faithful assiduity of their teacher by their progress in language and knowledge, there were in this class, as in most others, a few pupils who, while quite intelligent and able to convey

their ideas clearly in their own language of signs, showed a discouraging degree of difficulty in remembering the forms and idioms of the English language. These will probably never be able to use our language except in asking and answering simple questions, and will have to rely mainly on their own language of gestures, aided by single words and a collection of familiar phrases, for their means of social intercourse. Even these, however, have received incalculable benefit from their residence at the institution, as compared with the benighted condition of the uneducated deaf-mute. The knowledge they have here acquired of history and geography; of number, weight and measure; of nature and art; of human and divine law; of the promises of the Gospel, will greatly promote their comfort and happiness in this life, and smooth the passage to that better world where the deaf shall hear and the dumb shall speak.

The other studies of this and the other classes in this department have been arithmetic, geography and history. This class had advanced in arithmetic to interest, fractions, the rule of three and partnership. In history they had studied a brief manuscript abridgment of Peet's History of the United States, prepared for them by their teacher. Their Sabbath lessons had been the first chapter of Genesis and a review of the historical part of the Scripture Lessons. They had been permitted and encouraged to write letters to their friends once a week, that being considered one of the best means of improvement in written language. The teacher had given them almost daily items of news from the daily papers, especially the headings of paragraphs, with the purpose of encouraging a taste for reading by making them familiar with the newspaper style.

The first class consisted of the better portion of the pupils of seven and eight years' standing. This being a class of selected pupils, exhibited more uniformity of attainment, as well as greater proficiency in knowledge, than the other classes of this department. This class was an object of special interest to the examiner, in that most of its members had now finished the regular course of eight years, allowed them by the just liberality of the State, and, except the few who might be judged worthy of appointment to the High Class, must now go forth into the world to win their own way, and exemplify the benefits of education for deaf-mutes.

It was evident that the teacher had been diligent and skillful in his vocation, and his programme of studies appeared to have been judiciously planned and well carried out. It embraced:

1. Selections from the Bible, as Sabbath lessons, the ten command-

ments, with illustrations from other parts of the Scripture, and that portion of the Gospel of St. Luke which embraces the narrative from the Last Supper to the Ascension.

2. The English Language, selections from Parts II and III of Peet's Course of Instruction, with particular attention to the development of the verb; constant exercises in original composition and in the use of idiomatic phrases; reading exercises in Dickens' *Child's History of England*.

3. Geography, Guyot's *Introduction and Intermediate*.

4. History of the United States. It is to be observed that in this, as in the other classes, lessons in geography and history have to be, except for the semi-mutes, interpreted and illustrated by signs. They thus serve for the improvement of the pupils in language as well as for enlarging their stores of knowledge.

5. Arithmetic, practice in fractions, decimals, per centage, interest and compound numbers, with Felter's "*Practical Arithmetic*."

6. Book-keeping; practice in single entry; principles of double entry; bills, receipts and other business forms.

7. Penmanship, Spencerian system, Nos. 7, 8 and 9.

These three last branches are of special importance to enable the deaf-mute to keep his own accounts neatly and clearly, and see for himself to the correctness of the business papers which he signs, or which are offered to him.

On all these subjects the results of the examination were very satisfactory. The zeal and ability of the teacher had evidently been seconded by diligence and talent in his pupils. These pupils, we were happy to see, would be able, on entering the world, to read books and newspapers with interest and enjoyment; to transact business understandingly in writing; to aid others in writing and copying letters or documents and keeping accounts; to share, by means of writing and the manual alphabet, in the social enjoyment of educated and refined friends and neighbors, and to receive in writing the exhortations and consolations of Christian friends. And also they had here acquired a manual skill in the use of tools and materials of a trade, which would give them the means of living in comfort.

ARTICULATION DEPARTMENT.

In the three classes of the Articulation Department, embracing rather more than one-tenth of the pupils, were placed those who were judged most capable of profiting by this method of instruction, those, to wit, who had already learned language through the ear, or whose

deafness was of that degree which, while it made them incapable of learning in common schools, still permitted them to hear words spoken in a loud tone close to the ear. To these were added a few gifted with uncommon quickness of perception, who were judged capable of being taught to speak intelligibly by the eye alone. Of this greatest triumph of the teacher of articulation for deaf-mutes, the committee saw one or two bright examples.

With only three classes, of course the classification according to attainments could not be very thorough; but as most of the articulating pupils had acquired a fair knowledge of our language before they became deaf, being thus, in that very important point, as far advanced when they came to school as the true deaf-mutes are after several years of diligent instruction, this classification is of much less importance in this department.

After witnessing the splendid examples of progress in knowledge and literature presented by some semi-mutes, it was rather of a disappointment to the committee to find that quite a considerable proportion of the articulation pupils were dull and slow in their studies. While they read on the lips of their teacher with tolerable facility and spoke more or less distinctly, it may be doubted if these dull ones will find their attainments in these respects of much value, except with those daily accustomed to converse with them.

For the more bright and intelligent pupils in this department, the zealous labors of their teachers will have a better reward. Many of these read on the lips with surprising facility, as well when the teacher merely made the motions of the vocal organs without speaking as when actually speaking aloud; and some of them spoke in a manner so natural and intelligible that the auditor would hardly suspect that they were deaf. One boy, though of a rather unpromising appearance, repeated the ninety-first psalm with surprising distinctness.

In arithmetic and other studies these classes generally made good proficiency. Two or three of the best were judged to be qualified for the High Class. Several showed that taste for, and enjoyment in, reading which is a striking characteristic of the better portion of semi-mutes.

COLLEGIATE DEPARTMENT.

For the examination of the two divisions of this department, the High Class and the Supplemental Class, the committee were fortunate in obtaining the services of the Rev. Edward W. Gilman, secretary

of the American Bible Society, a gentleman of rare qualifications for such an examination. Mr. Gilman devoted to this labor of benevolence the whole of Saturday, June 22d. His report is annexed, without comment, as it needs none.

CLOSING EXERCISES.

The school having closed for the term on Tuesday, at one P. M., the closing exercises were held in the chapel on Wednesday, June 26th. These were of two kinds: the distribution of badges in the morning, and the public exhibition in the afternoon.

A weekly record is kept of the conduct of each pupil in the intellectual department, that is, of his diligence in study and behavior in school, and a similar record of his conduct in the domestic department. A week of good conduct in each department counts *one*; and any serious neglect of study, breach of rules, or offense against good order and morality is visited by a number of black marks proportioned to the gravity of the offense. Every Saturday those who have incurred black marks during the week have a penance assigned, consisting of a certain number of hours of confinement while their schoolmates are at play, and the studying of set tasks. The number of black marks is also deducted from their number of weeks of good conduct.

There being forty-two weeks in the term, that is the highest number of *badges* (or good marks) attainable in either department. From this point, rarely attained by school children full of animal spirits, the record varies down to that point where all the good marks disappear. Of these last, also, we are happy to say, there were comparatively few.

Badges had been provided composed of ribbons of different colors, marking the different grades of good conduct, as shown by the record at the close of the term, printed with appropriate legends; and the distribution of these constituted the morning ceremony of this day. By arrangement with the principal, Dr. Brooks, the superintendent, assumed the duty of distribution. The principle adopted for the distribution was that if a pupil ranked lower in one department than in the other, he should only receive the badge corresponding to the lower rank.

The afternoon exercises, taking the form of a public exhibition, were witnessed by a numerous and intelligent assemblage of friends of the institution and parents and relatives of pupils.

Most of the guests left the city by the Yonkers train at 1.45, which, by special favor, stopped at the institution grounds. A train also

stopped at six p. m. to carry them back. A bountiful lunch was provided by the superintendent; and after the board of directors had held a meeting to pass upon the recommendations of this committee, in the matter of the reappointment of pupils and of awarding diplomas, medals and prizes for scholarship, the principal opened the closing exercises in the chapel.

As the time did not admit of showing the first processes of instruction, and their results in the progress of one or more of the classes of beginners, the pupils of the High Class were at once called up, to exemplify on the large slates with crayons to what degree of intellectual culture deaf-mutes are capable of attaining. It is unnecessary here to reproduce any of these impromptu exercises, as the report of Mr. Gilman embraces a number of the exercises of this class. We are tempted, however, to mention that one of the exercises on this occasion was a discussion by six members of the class, of six famous characters in history, proposed by as many gentlemen in the audience.

While these young men were writing, Albert Guggenheimer, a born deaf-mute, of the Articulation Department, delivered a spoken address; and W. G. Jones treated the assembly to highly graphic illustrations of the sign-language. Other examples of the grace and power of expression of this language were given by two of the deaf-mute young ladies, who recited, one, the beautiful little poem of O. W. Holmes, "The Voiceless," and the other, a poem of Alice Carey.

A lad of the Articulation Department, who had lost his hearing at the age of seven, was called forward, and showed a remarkable facility in carrying on a conversation orally, speaking with perfect distinctness, and reading on the lips with surprising readiness and accuracy.

An interesting incident was the presence of Dr. Gillett, principal of the Illinois institution, who stated that he had that morning been present at the commencement of Columbia College, in this city, at which the degree of LL. D. was conferred on the principal; an announcement which was received with much enthusiasm by the pupils.

The following valedictory address was delivered in the sign-language by George Farley, of New York city, the best graduating pupil of the High Class, simultaneously with the reading from his manuscript by the principal.

VALEDICTORY.

It has been said that "Mathematics has not a foot to stand upon which is not purely metaphysical;" and to one acquainted with the

science, the truth of that saying is self-evident. Most of the great men that have lived, or that now live, have not disdained to profit by the study of this science. Napoleon, who, at the head of the French armies, subdued nation after nation, was all his life a zealous student of mathematics. It was the subject of his midnight studies, and the element of all his unsurpassed success.

Barrow, whom Charles II called an unfair preacher because he so exhausted his subjects as to leave nothing for others, was a mathematician, second only to Newton. There are few, if any, names in medicine greater than Boerhaave. He was so convinced of the necessity of mathematical learning that he pursued mathematical studies with assiduity while at the university, and, in later life, with still greater industry. One of England's greatest lawyers always carried a copy of Euclid in his pocket, and gave as a reason that it was the best book on logic, and, therefore, the best adapted to his profession that he had ever seen.

Fulton studied mathematics at Paris, and, by the aid of this science, built his steamboat; and Eli Whitney, whose invention has done much toward increasing the annual resources of this country, was a student of mathematics.

The practical applications of its principles are various and useful. The whole country is traversed in all directions by railroads; canals have been constructed here and there; and rivers crossed by bridges; yet, before the work of construction was begun, before a spade was put into the ground, the whole work was planned by the aid of instruments constructed upon mathematical principles, used by men well versed in the science.

The steam-ship that plows the mighty deep, the instruments by which she is safely guided in her course, and the charts which tell her to give a wide berth to certain dangerous places, have all been constructed on mathematical principles. Mathematics are used in the construction of various instruments for ascertaining the temperature of the weather, the specific gravity of liquids, and the pressure of the atmosphere; in the construction of the various forms of machinery by which time and labor are economized.

By the aid of mathematical principles the boundaries of farms are fixed, lands divided into required portions, maps of different countries are made, by which we are enabled to find out the location of any place we wish.

During the past term the study of mathematics has been greatly encouraged, and rivalry has already manifested itself among the

pupils. This has been stimulated by the introduction of surveying instruments. The good that this will do in the future remains to be seen. The time has arrived when we must bid adieu to our *alma mater*, and enter the world's busy, ceaseless throng. Soon we must level the instrument for the last time, take one more look through the telescope, and then part with it, perhaps forever.

Honorable members of the Board of Directors: When we first came here, we thought that to eat, to drink, to sleep, was all we had to do. With the knowledge that we have acquired while within these walls, we now know we have other and nobler aims to pursue. It is owing to your kindness that we have been permitted to acquire such knowledge; and we will endeavor to show in after life, by our deeds, that we are not ungrateful. You have ever been thoughtful of us, and, in your counsels, have endeavored to promote the welfare of this institution. Among many other instances of your consideration for our advancement in knowledge is the readiness with which you consented to the purchase of surveying instruments. That you will be rewarded for this by one day seeing several deaf-mutes become surveyors and civil engineers, and that innumerable blessings will ever attend you in your councils, is the earnest prayer of those who now bid you farewell.

Venerable Emeritus Principal: For years you have labored in the cause of deaf-mute instruction, a cause, than which there is none more noble. To ameliorate the mental condition of the deaf and dumb has been your constant aim; and, that you have been successful, the many educated deaf-mutes throughout the country will abundantly testify. For several years past we have been tasting the fruits of your labors, and have found them sweet. But the time has now come when we can taste them no more, and when we must bid adieu to our *alma mater* and to you. But before we go, we would say that, wherever we may be, whether in the desert, in the forest or on the sea, we shall ever remember you as one of the deaf-mutes' truest, firmest friends. Craving innumerable blessings to fall upon your venerable head, and looking forward to the time when we shall meet again in those realms of bliss where the deaf shall hear, the dumb speak, and where partings are unknown, we bid you a sad farewell.

Principal, professors and teachers: You have labored unceasingly to implant in our minds the seeds of knowledge, and those principles by which we may succeed in after life, and at last reach the realms above. When we faltered, you were ever ready to help us and bear us on afresh. The time has arrived when we can receive instruction

at your hands no more. Soon some of us will go out into the world, and, aided by the principles you have labored to implant in our minds, we must paddle our own canoe as best we can. For all your labors in our behalf we are very grateful, and we shall not soon forget you. May the choicest blessings of heaven constantly attend you in your labors, and may we all meet again above, if we do not in this world. Farewell.

To our superintendent and resident physician, who have attended to our health and physical wants, we would say, we thank you. Owing to your efforts, health has been ours, by which we have been enabled to pursue our studies with undiminished ardor. The care you have taken of us and the many kindnesses we have received from you shall not be forgotten. That success may crown your efforts in contributing to the health and comfort of those that return, is the earnest wish of those who now bid you, farewell.

Classmates and graduating classmates: The parting hour has come. Many a happy hour have we spent together within these walls, seeking the hidden treasures of knowledge. Pleasant, indeed, has been our daily intercourse. Often, in after life, fond memory will recall the scenes we have passed through here, and we will mentally pass through all our trials and triumphs again.

"In life's broad field of battle,
In the bivouac of life,
Be not like dumb driven cattle,
Be heroes in the strife."

Hoping to meet you all again in heaven, if we never meet again on earth, I bid you all a sad farewell.

The report of the committee of examination was then read by the chairman, giving, as the results of the examination, a preamble and resolutions, which had been submitted to the committee and adopted by the board of directors.

The diplomas and prizes awarded by the board having been delivered by the principal to the delighted recipients, the Lord's Prayer was repeated in concert by all the pupils, following the signs of the principal, and the exercises were closed very appropriately by Dr. Gilman with a prayer and benediction, translated by the signs of the principal.

The resolutions were as follows:

Whereas, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, who have completed the term for which they were respectively selected by the

Department of Public Instruction, has been held by the committee appointed for that purpose by the board of directors, and the same having been satisfactory in respect to their attainments and general good conduct; therefore,

Resolved, That the following named pupils, viz.:

William Coleman,	Henry Hadden,
Charles H. Baxter,	Wallace F. Howell,
James B. Doane,	Chester Q. Mann,
Orville F. Woolever,	Eva Horton,
Theodore Mahrlein,	William Myers,
Franklin Sherbert,	Leonora C. Gray,
Louisa Clum,	Frederick Adner,
Olive M. Nelson,	Jane P. Leach,
Emma Jane Chamberlain,	George Piano,
John Welsh,	Ida Sands,
Frederick H. King,	Emanuel Rascol,
Louis T. Voorhees,	Ella M. Bonnell,
Eliza Clackett,	Frank Brown Quick,
Emma V. Reed,	Rosanna Kelly,
Zaccheus Dinehart,	John Manahan,
Stephen Sinclair,	William H. Scott,
John McLaughlin,	John Cunningham,
Margaret Bauer,	Josephine Goodman,
Lueka Odell,	Nye Brown,
Cornelia Lawton,	William Arthur Watts,
Bernard Clark,	

Who have completed the term of five years, for which they were originally selected as State pupils by the department, be and they are hereby recommended to the Superintendent of Public Instruction to be continued under instruction three years from and after the first day of September next, agreeably to the existing provisions of law.

Resolved, That Matthew J. Irwin, whose term of instruction for which he was selected as a State pupil is now completed, but who has lost one year on account of sickness, be and he is hereby recommended to the Superintendent of Public Instruction to be continued under instruction for one year from and after the first day of September next.

Resolved, That

Martin Brown,	Harriet J. Roe,
James E. Doran,	Martha Maxwell,

REPORT ON THE EXAMINATION OF THE HIGH CLASS.

SUBMITTED BY MR. GILMAN.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

It is with great pleasure that I undertake to gather up and record some of the impressions left on my mind as the result of the examination of the classes composing the collegiate department on Saturday the twenty-second inst. Everything which I saw bore testimony to the patience, kindness, fidelity and painstaking of the instructors, and as I observed, hour after hour, what difficulties they had surmounted, and what results they had accomplished in the training of deaf-mutes, I was continually moved to give thanks to God for the success with which he had crowned their labors.

The examination day was one of the hottest of the season, but from half-past ten till half-past five, with but an hour's intermission for dinner, the class was kept busily occupied in preparing written answers to the questions, which thoroughly tested their familiarity with the whole course of study pursued during the last academic year. Nothing could be more impartial and satisfactory than the method of conducting the examination. In each branch a series of questions had been prepared, which covered the whole field pursued, and each pupil, on receiving a card containing one or more of these questions, was expected to write the appropriate answer upon the blackboard promptly, and without assistance from fellow-pupils or teacher. All merits and all blemishes were thus presented to the eye, and the careful reading of every slate by the examiner, suffered no error to pass unnoticed. While there were occasional lapses which might be ascribed to the accidents of rapid writing, and sometimes a failure to get the correct idiom of our complicated tongue, the readiness, fluency and general correctness with which these written answers were made could never have been attained without long training in the expression of thought by means of the blackboard and the crayon, and patient attention on the part of the pupils.

The collegiate department, which I was invited to examine, comprises two classes, known as the High Class and the Supplemental Class. The former has been taught by Professor Cooke, assisted by Miss Montgomery. The latter by Professor Cooke, in the English language; Syle, in Mathematics, Latin and Greek; Jenkins, in Latin; and F. D. Clarke, in pure Mathematics and Surveying.

Members are admitted to this class, I am told, on the ground of

their attainments, without regard to the length of time they may have been in the institution. A limited number of the beneficiaries of the State, after having completed the full course of instruction in a term of eight years, have been appointed, on the recommendation of the directors, by the Superintendent of Public Instruction for an additional term of three years, for the prosecution of higher studies in this class, but several semi-mutes attain to this class after a much less term of instruction than eight years.

This class numbered ten female pupils and twenty-one male pupils, thirty-one in all; of whom all but three were present at the examination.

The course of study for this class extends through three years; one year being devoted to vegetable physiology and grammar; one to natural philosophy and rhetoric; and one to chemistry and logic. Instruction is given to the class through the entire course in mathematics, moral science and the Bible. Such pupils as show an aptness for learning are instructed in higher mathematics, and in Latin and Greek.

During the past year the following course has been pursued:

First. Vegetable Physiology; nearly finishing Peet's Manual.

Second. Grammar; the parts of speech, with especial attention to the article and the verb; and the rules of syntax, with copious illustrations.

Third. History of England; Dickens' Child's, two volumes.

Fourth. Moral Science; Wayland's Elements, Part I, embracing the chapters on Moral Law, Moral Action, Conscience, Habit, Happiness, Natural Religion, Holy Scriptures.

Fifth. Mathematics; Greenleaf's National Arithmetic, Partial Payments, Partnership, Interest, Proportion; Algebra, Davies' Elementary, Fractions, Equations of the First Degree, Equations containing two unknown quantities, Equations containing three or more unknown quantities; Todhunter's College, to page 87; review of the fundamental operations and of Simple Equations, with especial attention to the logic of each operation; Davies' Bourdon, finished; Davies' Geometry, finished; Davies' Plane Trigonometry, finished; Davies' Surveying; compass surveying, with use of instrument; Warren's Plain Problems; selections.

Sixth. Latin. First Division: Cæsar's Commentaries, 1st Book; Sallust's Cataline, twenty chapters. Second Division: Grammar; Andrews' and Stoddard's, to third conjugation, with examples in composition.

Seventh. Bible. The Gospel according to St. John, chapters 18, 19, 20, '21.

In addition to the above, each member of the class has written a daily journal, which has been submitted to the teacher for correction.

The actual attainments of the pupils in these studies may best be represented by giving, in their own words, selections from the replies which they wrote in the presence of the examiner. It is worthy of special note, in this connection, that both the handwriting and the orthography of the pupils merit high praise. Indeed, the only noticeable mistakes in spelling were made, I think, by a semi-mute who lost his hearing only four years since, and who, consequently, labored under such disadvantages as are common in ordinary schools where scholars are tempted to spell according to sound.

The examination commenced with an impromptu written exercise by each of the pupils, addressed to the examiner; a kind of salutatory address, bidding him welcome to the institution, and announcing the studies which had been pursued. Some of these addresses showed originality and vivacity; and from among them the following are selected.

"Our delight that the examination has come is unbounded. The day has arrived, and we are once more in the dock for trial, feeling as if it were for our lives. We are under great obligations to Rev. Mr. Gilman for his kindness in cheerfully accepting the office of prosecuting attorney, to ask questions on our sad case. We have been in a dungeon called school for ten months. We were arrested on a charge of ignorance, and have tried to prove ourselves innocent by overcoming our great enemy, the English language, all the time. Our "documents" are Grammar, History of England, Latin, Algebra, Moral Science and the Bible. Of all these, Latin has become my favorite, though it distracted me for some time. I like Latin, because it enables me to understand the meaning of English words by tracing their derivations from the Latin. We have worked hard, but have advanced only one step on the ladder of wisdom. We now look up at Rev. Mr. Gilman on the top of that ladder, but we are glad he has willingly, for charity's sake, descended to our own level, where he is to survey and calculate how long it will take us to climb up to the top. It is very hard to get up there.

"We can see the time coming soon when our principal will open the doors of our school, and we will, by railroad and steamboat, be driven to our homes; delightful home circles, where we will have a pleasant vacation and fatten ourselves for two months. We hope that next

year we will try to advance three steps more on the ladder of wisdom."

"It gives us much pleasure to extend a warm welcome to the Rev. Dr. Gilman who has kindly consented to come here to-day to examine us, and see how much we have improved the opportunities we enjoy in this institution. We hope that, at the close of the examination, he will not feel that we have heedlessly wasted our time, but if any of us should be so unfortunate as to fail in answering any question put to us, that he will lay the blame where it justly belongs, that is, on ourselves alone; for I cannot stand up here and write for the last time without expressing, as far as mere words can, the love and gratitude we feel toward our dear principal and teachers for the kind and unwearied efforts they have made to give us one of the best of earthly blessings, a good education. Our teachers, no doubt, will tell you what our studies have been this year; so I will not weary you by repeating them, but will only state which I like best; I like vegetable physiology, moral science and the Bible best. But all the others are necessary, and must be learned, whether we like them or not. For we cannot have only sweet things through life, but must take what is best for us. And it is better so; for if we had only what we liked in this world, we would then love the world too much. But this temptation is removed from us that we may look beyond the world, and lift up our hearts to the great Creator of all things."

"We are happy to welcome to this school-room Rev. Mr. Gilman, who is to act as our examiner. Our studies this year are as follows: Vegetable physiology, history, grammar, moral science, arithmetic and the Bible. Vegetable physiology is an account of the growth of plants, and explains much that we see around us. History strengthens our judgment by enabling us to compare the lives, customs and habits of the people that ever lived before us with those of our own time. Grammar teaches us how to master or command language so as to write fluently. Moral science teaches us how to distinguish the difference between right and wrong. Arithmetic and the Bible will be necessary to us when we begin life for ourselves. We thank Rev. Mr. Gilman for having kindly consented to examine us to-day, and hope that he will find the examination a satisfactory one in all our studies."

"Reverend Sir: We have met before, but under different circumstances from the present. Then, you were a visitor, merely, but now, you are here to test us and see whether we have improved our time during the past ten months, or not. We are inclined to say, we have

done what we could, but it remains for you to determine whether we have or not. Our studies during the past ten months have been English and Latin grammar, Latin history, mathematics, moral science and the Bible.

"To these we have paid much attention, and we hope to show you to-day that we have not been idle. If we succeed, we will be content. If we fail, we will console ourselves with the thought that we have done what we could. That you will have a very pleasant time while examining us, is our earnest hope."

The examination in *grammar*, which took a wide range and traversed the whole field of syntax, elicited the following among many other replies:

Is the article *the* ever used before other parts of speech than nouns?

"The article *the* is used before adverbs in the comparative and superlative degrees, as 'the more I see of him, the better I like him; the harder I work, the more happy I am; the more honest and industrious you are, the more men respect you.'"

What is an interjection?

"An interjection is a word used to express the passion or emotion of the speaker or writer, as *oh!* where shall rest be found? *alas!* sayest thou so?"

What is a conjunction?

"It is a word used to connect one word with another or one sentence with another, as:

"Fair tresses man's imperial race ensnare
And beauty draws us by a single hair."

When is it proper to use the article *a* and when *the*?

"We use the article *a* when we don't intend any particular person, thing, place or action, but when we mean a particular person, place, thing or action, we use the definite *the*, as: *a* horse. Here we don't mean any particular horse; he may be young or old, white or black, strong or weak, etc. But *the* horse is different from *a* horse. For instance, if some one should say bring around the horse, we would understand he meant his horse, or the only horse in the stable or some other particular horse."

What is the nominative independent?

"When a person or thing is addressed, the noun or pronoun representing the person or thing is put in the nominative and is independent of the rest of the sentence, and is called the nominative independent; as

“ ‘Prince,’ said FitzStephen, ‘before morning my fifty sailors of renown and the white ship shall overtake the fastest that is in attendance on your father, the king, if we sail at midnight.’ ”

When must the relative *that* be used instead of *who* or *which* ?

“After *same* and adjectives in the superlative degree, *that* must be used instead of *who* or *which* ; as

“Mr. Allison, the historian, says ‘that General Washington was the *greatest* that modern history has to celebrate.’ ”

“The French people are not the *same that* Louis the Great ruled.

“Charles XII, king of Sweden, was the greatest madman *that* the world ever saw.”

Is it always proper to use *that* after the word *same* ?

“Yes ; except when a preposition precedes the relative, in which case *that* must not be used ; as

“You are the same person *to whom* we wrote addresses of welcome a week or two back. That is the same person of whom I was speaking yesterday.”

What is the rule about conjunctions, implying contingency or doubt ?

“If he were to go to the city, he would receive a draft from his uncle.

“If he were to begin to write a letter to-day he would not finish it till to-morrow.

“If Senator Schurz were to arrive in New York city, the Germans would enthusiastically receive him.”

Suppose the conjunction to connect an affirmative and a negative, what then ?

“When the conjunction connects an affirmative and a negative clause, the nominative must be expressed in both clauses ; as

“‘He was sprung from a sire and grandsire of renown, but he was not deserving of a crown.’ ”

“When a noun is preceded by an adjective, the article is usually placed before the adjective ; but the article *a* or *an* is sometimes placed between the adjective many and a singular noun ; as

‘Full many *a* gem of purest ray serene,
The dark unfathomed caves of ocean bear,
Full many *a* flower is born to blush unseen,
And waste its sweetness on the desert air.’ ”

In vegetable physiology the class sustained an admirable examination, and proved the deep interest which had been felt in that fascinating department of natural history. In reply to the question, “Of what use are plants ?” one young lady wrote the following :

"In the first place, in the very act of making vegetable matter, plants perform one great purpose of their existence. That is, they purify the air by the removal of carbonic acid, which is unfavorable to animal life, and by the restoration of oxygen which is favorable to it. They make all the food which animals live upon. Animals cannot live upon earth, air and water, neither are they able to change these into food which they may live upon. This work is all done for them by plants. Vegetable matter, in almost every form, especially as herbage or more concentrated in the accumulation of nourishment which plants store up in roots, in bulbs, in tubes, in many stalks, in fruit and in seeds, is food for animals. They not only furnish us with needful substance, but almost every comfort and convenience comes from plants. Medicine for restoring, as well as food for supporting, health and strength mainly comes from plants. They furnish the clothing of man. They furnish utensils, tools and building materials in great variety, even the materials which the mineral kingdom yields for man's service, are unavailable without plants to supply fuel for working and shaping them. They furnish all the fuel in the world. Burned in our fire-places, one part of the plant may be used to cook the food furnished by another part, or to protect us from the cold, or burned under a steam boiler, they may grind our corn or carry us swiftly from place to place. Even the coal dug from the bowels of the earth is vegetable matter, the remains of forests and herbage, which flourished for ages before man existed, and long laid up for his present use. They also invest the landscape with beauty and sublimity by the variety of their hues and the grace of their foliage, thus delighting our eyes and drawing our hearts up to the great Giver of all good things."

The question "If you turn a tree upside down—that is, with its roots in the air and its branches in the ground, will it live?" drew from a young man, about to graduate, the following:

"That depends upon what plant you treat so unceremoniously. The stiff oak would die at once under such treatment, and so would the graceful and stately elm, and most other trees and plants, but the maple and the gooseberry would make the best of such a reverse, and changing their branches into roots and their roots into branches, would go on living."

"What is the secret of successful farming?" "Restore to the soil what one crop has taken from it, and while that which is restored is dissolving, raise another crop which will require a different kind of food. Then restore what this has taken from the soil, and so go on

raising a number of different crops. This is called rotation of crops."

A young lady, who has just finished her course, wrote as follows in reply to the question, "What is a flower?"

"A flower is one of the plant's organs of reproduction; and its office is to produce the fruit and seed. It consists of the stamens and pistils, which are surrounded by a corolla whose separate divisions are called petals. It is usually of some bright color, and generally supposed to be the flower itself, so that, in common language, we call it a flower; but botanists call it the floral envelope. The green covering, generally found in the under part of the floral envelope, is called a calyx, and its separate divisions sepals. It is sometimes called the seed-cup, or vessel, as it contains the seed. The stamens consist of two parts called the filament, or thread, and the anther, which last contains the pollen or fertilizing dust, which is the yellow powder we often see sticking to the feet of the bee after it has entered the flower in search of honey. Each grain of this yellow powder, or pollen, contains a fluid in which float other bodies. The pollen is of some peculiar and regular shape, and differs in form in different kinds of flowers; so that the pollen of one flower may be round, while that of another may be either square or triangular, etc., according to the species to which it belongs; but they are always of the same shape and appearance in the same species, and, under the microscope, they are curiously and often elegantly figured with stripes, bands, dots, checks, etc.

"The pistil consists of three parts; first, the ovary or seed-vessel, which has from two to several hundred seeds; second, the style, which is a long, slender, hollow tube; third, the stigma, which is on top of the style. When the anther bursts, the pollen drops or falls on the stigma, which has some sticky substance on it, that enables the pollen to remain there till it has had time to penetrate the cavity of the style, where it drops lower and lower day by day till it reaches the ovary, and there vitalizes the seeds, which become living germs of new plants like the parent, only waiting to become ripe before they are fitted to be put into the ground."

The same person wrote the following description of the decay and death of a tree.

"When a tree approaches the end of its existence it always reminds me of a very old man who, as the storms of many winters have whitened his locks and bowed his form, with slow, tottering steps, approaches the grave. When he was young and strong his locks were thick, and rich in color, while the life-blood, circulating freely

through every vein, sent the beautiful bloom of health to his cheeks, and made his limbs strong and his form graceful. But now old age, slowly at first creeping on, has at last overtaken him, and all his strength of body and mind are gone, and he is slowly but surely sinking into the grave. So it is with the tree. For when it was young it bloomed in strength and beauty, and its leaves grew thickly on its strong and graceful branches, and the sap carried to every part the rich nourishment furnished by the soil and air and rain through its roots and leaves. But in old age the leaves fade and fall off, and the branches one by one decay and drop off, like the powers of the body and mind, till, at last, it falls to the ground and leaves nothing to remind us of its former grace and beauty. And we may then say that, like man, it is dust returned to dust. But the tree has no soul; and though the seed may, after a while, grow and become another plant like the tree was, yet it will not be the same tree. The beauty and sweetness that so delighted us in the flower is not that of the one which died, but of another like it. But when man dies, the soul which has been made pure in the blood of Christ, is the very same soul that once lived in his poor, weak body, but which, in the resurrection, casts off this body like an old garment, while the soul—the very same soul—will put on the glorious robes of immortality, and be more beautiful than it ever was on the earth.”

A young man gave the following description of the same:

“When a tree approaches the term of its existence, the sap flows more feebly and is no longer propelled through every part; as soon as this takes place the parts no longer visited by the sap die, and as soon as life has fled, the opposite principles of chemical affinity begin to act, and the tree which has withstood the tempest for centuries dies by inches.”

“Do plants have hairs?” “Yes, there are minute cells called hairs growing from the epidermis.”

As an indication of the familiarity gained with the facts of *English history*, each pupil was requested to sketch the history of one or more distinguished characters or reigns.

The old Britons were thus commented on, by one pupil: “There were several Britons who made themselves famous by fighting against the Romans. Cassivelaunus was one; he met Julius Cæsar when he first came to Britain, and after fighting several battles with him, he compelled Cæsar finally to leave Britain. Caractacus was the next, and though no less noble and brave, he was less fortunate than Cassivelaunus; for he was taken prisoner and sent with his wife to Rome.

Next was Queen Boadicea, whom the Romans cruelly wronged, but who revenged her own and her daughter's wrongs by putting to death 70,000 Romans. She used to lead the Britons in battle, and when finally her troops were beaten, she took poison to avoid falling into the hands of the Romans."

Another thus described the ancient Britons: "The Britons, whom Julius Cæsar found, when he had reached Britain, planted little or no corn, but lived chiefly upon the flesh of herds and cattle. They made no coins as we now do, but used metal rings for money. They were very clever in basket work, as our Indians are, and they made some coarse kind of cloth, and earthen ware. They also made boats of basket work covered with the skins of wild animals they killed. They also made sharp pointed daggers and swords, which are still discovered in the ground, which is crumbled by the gardener's spade. In a word, they were not much better than our Indians are."

One was asked what he knew of the time the Romans were in Britain, and replied: "But little is known by me, or by anybody, of the 500 years that the Romans were in Britain. We know that the Romans were there, for the laborer often digs up their rusty money, and the farmer's plow turns up pieces of plates from which the Romans ate, of goblets from which they drank, and of pavements on which they trod. Wells that the Romans dug, still yield water, and roads that they made form the greater part of the English highways."

Another wrote as follows about Harold: "Harold was the last of the Saxon kings of England. He had to fight in defense of the crown all the time he wore it. His rebel brother and the king of Norway joined their forces and invaded England. Harold met them at the city of York, and defeated them in a great battle, in which his rebel brother, the Norse king, and nearly all his officers were killed. William, Duke of Normandy, invaded England, and claimed the crown as his own. Harold fought him near the town of Hastings—all day long the English and the Normans fought, the ground was covered with great heaps of slain. The sun went down, and the moon was up, and still they fought, till Harold fell dead to the ground, surrounded by his dead brothers, and thousands of his slain subjects. The Norman became king, and since then not a Saxon has ever sat on the throne of England."

William II was sketched as follows: "William the Conqueror, just before he died, made a will, in which he gave England to William Rufus, Normandy to Robert, £5,000 to Henry. The three brothers were not well satisfied with the decision. So, instead of going to law,

as men do now-a-days, they went to war and fought it out with swords and lances. The result was that William held what his father had given him, and was king of England as long as he lived. He got Normandy, too, by lending Robert money to go to the Holy Land and fight the Saracens, and taking Normandy in return for the money. The Red king, as he was called, from the color of his hair, was false of heart, selfish, mean, covetous, cruel and cowardly."

Another told the story of Thomas à Becket :

"Thomas à Becket was the son of a London merchant and a Saracen lady. He was a very ambitious man and by his own ability rose to the highest position. Henry II made him chancellor first and afterward, though he was not a priest, made him archbishop of Canterbury. Up to this time, Becket had been Henry's willing servant ; but now he turned against his benefactor, and from that time to the day of his death they were constantly quarreling. Henry wanted to govern his priests as well as his other servants ; but Becket said that the priests owed obedience to him, and he to the pope alone. At last Henry got out of patience and said, 'Will no man deliver me from this troublesome priest?' Four of his knights, who heard this, went at once and slew the archbishop, at the very altar of the cathedral."

One young man, who has made himself a fair photographer, wrote the following sketch of Charles II :

"After the death of Oliver Cromwell, Charles II, son of Charles I, who fled from being killed by Cromwell, returned to England, and was welcomed by the English people, with the prospects that he would make a good king. He was a mean fool, and spent much of his time in merry times. During his reign, A. D. 1665, a terrible plague broke out in London, and carried off an immense number of people. Rows of houses stood tenantless and open to the wind. Few remained and took care of their sick relations and friends. The ensuing year, A. D. 1666, a terrible fire raged in the metropolis, and burned down all the buildings from the Tower, along the river, to the Temple, covering in all 430 acres of ground. The fire spread in the direction of the wind. In the reign of this king, Sir Isaac Newton flourished and many philosophers. The manufacture of paper was introduced ; art, science and literature advanced. Charles died, leaving England prosperous."

Another gave the following sketch of George III :

"George III was the grandson of George II. He ascended the throne in 1760 ; but it would have been better for him if he had never been born. During his reign, England was engaged in a war upon the

continent of Europe and also one in North America, which finally ended by the French ceding Canada to the English. These wars involved the nation in great debt, and it was thought only right that their colonies in America should help pay it. The colonies remonstrated, but the king was very obstinate and would not take the advice of men wiser than himself. Had he done so it is probable that the American revolution would not have taken place during his reign; but he insisted upon taxing the colonies, and that brought on a revolution which finally ended by England acknowledging their independence as free States. This, with many other troubles, finally drove George III to madness, and he was subjected to fits during the remainder of his reign. While the poor old king was mad, England was gaining great victories, both on the continent of Europe and by sea, which the crazy king knew nothing about. His reign is the longest of any other king, he dying about the year 1820, after a reign of over fifty-nine years."

In Moral Science the following questions were asked :

What is revealed religion ?

"Revealed religion is the law of God, as contained in the Scriptures of the Old and New Testaments. The Old Testament contains the creation of all things and the creation and fall of man, the Ten Commandments, the history of the Jews, the Psalms of David, the Proverbs of Solomon and the Prophecies. The New Testament contains the four different accounts of the life and death of our Saviour, written by St. Matthew, St. Luke, St. John and St. Mark, and called the Gospels; the Acts of the Apostles and the Epistles, or letters written by Paul, Peter, James and John, and the Book of Revelations."

What is the Moral Law ?

"Moral law is a rule of action prescribed by the Supreme Being, as contained in the Scriptures of the Old and New Testaments.

"Thou shalt not kill.

"Thou shalt not commit adultery.

"Thou shalt not steal.

"Thou shalt not covet.

"Thou shalt not take the name of the Lord thy God in vain.

"Honor thy father and thy mother.

"Keep the Sabbath holy."

What is conscience ?

"Conscience is that faculty by which we distinguish between right and wrong. When we have done wrong, conscience reproves us; and

when we have done right, conscience commends us. It has been called the 'Vicegerent of God.'"

Can we injure conscience?

"Yes, we can, by never asking 'Is this action right?' and never listening to its still, small voice. We weaken it, and finally completely paralyze it; just as we weaken and paralyze our arm by tying it up in a sling and not using it."

Do you believe that there is a God? Why?

"Most emphatically yes; because all that we see, cannot be created by man. They cannot be created by anybody; and since man cannot create anything, nor make rain fall nor stop the sun from rising in the east, there must be a Supreme Being, and that Supreme Being is God. Moreover, the Holy Scriptures contain, from beginning to end, strong evidences that there is a God. Everything we see in nature proclaims that there is a God, and so I believe, most sincerely, that there is a God, the Creator of all mankind, heaven, and earth, and all things therein."

What rule of conduct ought you to adopt?

"Before doing anything, we should always stop and ask ourselves, 'Is this right?' Conscience and the Holy Bible will answer the question. When conscience and the Bible have answered, we should do exactly what they say is right, and avoid doing what they say is wrong, no matter who asks us to do it. It is better to have God on our side, even if all men are against us, than to have all men on our side, and God against us."

Whose examples ought we to follow?

"We should follow the example of our Lord and Saviour Jesus Christ, who was sent by God the Father to live among sinful men to be abused in all sorts of ways and finally to be crucified between two thieves, that we might be saved. His whole life is a beautiful example of patience, meekness, truthfulness and goodness."

In Latin, translations were made of several passages from Sallust's *Cataline*, from which a single specimen is selected:

"*Lucius Catilina, nobili genere natus, fuit magna vi et animi et corporis, sed ingenio malo pravoque. Huic ab adolescentia bella intestina, cædes, rapinæ, discordia civilis grata fuere, ibique juventutem suam exercuit. Corpus patiens inediæ, vigiliæ, alioris, supra quam cuiquam credibile est. Animus audax, subdolanus, varius, cujus rei libet simultator ac dissimulanus, alieni appetens, sui profusus, ardens in cupiditatibus; satis eloquentiæ, sapientiæ parum. Vastus animus immoderata, incredibilia, nimis alta semper cupiebat.*"

TRANSLATED.

“Lucius Cataline, born of noble stock, was a man of great strength, both of mind and body, but of a wicked and depraved understanding. From his youth, intestine wars, murders, rapines, civil discords, were pleasing to him, and he exercised his youth in these. A body patient of hunger, watching, cold, greater than is credible to any one. A mind bold, subtle, variable, an adept in all species of simulation and dissimulation, desiring the goods of others, profuse of his own, ardent in his desires; he had eloquence enough but too little wisdom. His insatiable mind was always coveting objects extravagant, improbable and altogether too exalted.”

The examination in *Algebra*, which extended to simple equations (and with the more advanced class to quadratics and problems involving more than one unknown quantity), was in general well sustained. The following problem, selected by the examiner, was promptly solved:

Find two numbers, such that twice the first plus the second is equal to 17, and twice the second plus the first is equal to 19?

Let x = the first quantity—

y = the second quantity.

If twice the first (x), that is, $2x$, be added to the second (y), the sum ($2x + y$) is equal to 17. So we have for the first equation:

$$\text{I. } 2x + y = 17.$$

If twice the second (y), that is, $2y$, be added to the first (x), the sum ($2y + x$) is equal to 19. Then we have for the second equation:

$$\text{II. } 2y + x = 19.$$

By finding the value of y in the first equation:

$$y = 17 - 2x.$$

Substitute the value of y , or $17 - 2x$, for that quantity (y) in the second equation?

$$2(17 - 2x) + x = 19,$$

$$34 - 4x + x = 19.$$

By transposing—

$$-4x + x = -34 + 19.$$

$$-3x = -15.$$

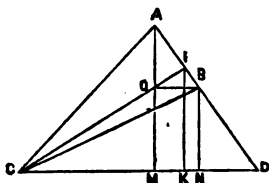
$$x = 5.$$

Substitute the value of x , or 5, for that quantity (x) in the first equation?

$$10 + y = 17,$$

$$y = 17 - 10 = 7.$$

In *Geometry*, the following proposition was rapidly demonstrated, without reference to any book, by Mr. Farley, the most advanced pupil in this department :



If an isosceles triangle be revolved about a straight line passing through its vortex, the volume generated will be equal to the surface generated by the base, multiplied by one-third of the altitude.

Let ACB be an isosceles triangle, AB its base, CI its altitude, and let it be revolved about CD , then will the volume generated be equal to surface, $AB \times \frac{1}{3} CI$. There may be three cases :

1. Let AB , produced, meet the axis at D ; draw AM , BN , IK , perpendicular to the axis and BO parallel to it. The volume generated by ACB is equal to the difference of the volumes generated by ACD and BCD . That is :

$\text{Vol. } ACB = \frac{1}{3} \pi \overline{AM}^2 \times CD - \frac{1}{3} \pi \overline{BN}^2 \times CD$, or $\text{Vol. } ACB = \frac{1}{3} \pi (\overline{AM}^2 - \overline{BN}^2) \times CD$. But $(\overline{AM}^2 - \overline{BN}^2) = (AM + BN) \times (AM - BN)$, or $2 IK \times AO$. Substituting, we get—

$\text{Vol. } ACB = \frac{2}{3} \pi IK \times AO \times CD$.

The right-angled triangles, AOB and ACD , are similar. Hence, $AO : AB :: CI : CD$ or $AO \times CD = AB \times CI$. Substituting, we get—

$\text{Vol. } ACB = 2 \pi IK \times AB \times \frac{1}{3} CI$.

But $2 \pi IK \times AB = \text{surf. } AB$. Hence,

$\text{Vol. } ACB = \text{surf. } AB \times \frac{1}{3} CI$.

2. Let the axis coincide with one of the equal sides.

Draw AM , IK perpendicular to axis.

Then

$\text{Vol. } ACB = \frac{1}{3} \pi \overline{AM}^2 \times CD$, or $\frac{1}{3} \pi AM \times AM \times CB$.

The right-angled triangles, AMB and CIB , are similar. Hence,

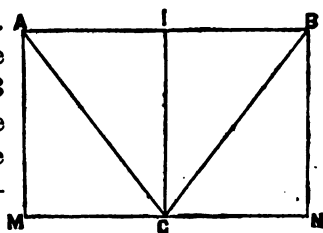
$AM : AB :: CI : CB$ or $AM \times CB = AB \times CI$. Also we find $AM = 2 IK$.

Substituting, we get—

$\text{Vol. } ACB = 2 \pi IK \times AB \times \frac{1}{3} CI$.

But $2 \pi IK \times AB = \text{surf. } AB$. Hence, $\text{Vol. } ACB = \text{surf. } AB \times \frac{1}{3} CI$.

3. Let the axis be parallel to the base. Draw AM , BN , perpendicular to the axis. The volume generated by ACB is equal to the cylinder generated by the rectangle $AMNB$, diminished by the sum of the cones generated by the triangles ACM and BCN . That is,



Vol. $ACB = \pi \overline{CI}^2 \times AB - \frac{1}{3} \pi \overline{CI}^2 \times AI - \frac{1}{3} \pi \overline{CI}^2 \times IB$. But $AI + IB = AB$. Hence, we have, by reducing and changing the order of factors, Vol. $ACB = AB \times 2 \pi \overline{CI}^2 \times \frac{1}{3} CI$.

But $AB \times 2 \pi \overline{CI}^2$, surf. AB . Consequently, Vol. $ACB = \text{surf. } AB \times \frac{1}{3} CI$.

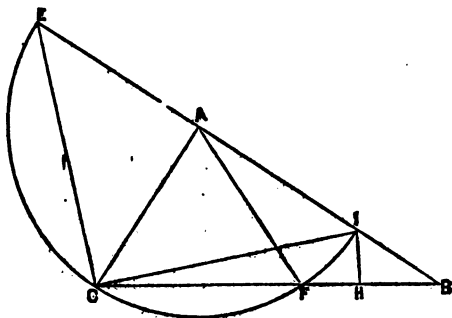
Hence, in all cases, the volume generated by ACB is equal to the surface generated by the base AB , multiplied by one-third the altitude CI , which was to be proved.

The same young man showed his acquaintance with *Trigonometry*, by solving the following:

Deduce a rule for the solution of oblique angled triangles having given two sides and their included angle?

Let ABC be any triangle, AB , AC the given sides, A their included angle.

With A as a center and AC the shorter of the two sides as a radius, describe an arc meeting AB at I , and AB produced at E . Draw EC and IH parallel to EC . Draw also CI and AF . Because CAE is exterior to the triangle ABC , we have $CAE = C + B$.



But $CAI = \frac{1}{2} CAE$. Hence,

$$CAI = \frac{1}{2} (C + B).$$

Since $AC = AF$, we have the angle C equal to FAB plus angle B or $FAB = C - B$. But $ICH = \frac{1}{2} FAB$; hence $ICH = \frac{1}{2} (C - B)$.

The angle ECI being inscribed in a semi-circle is a right angle, hence EC is perpendicular to CI , and because IH is parallel to EC , IH is also perpendicular to CI .

From the right angled triangles ECI and ICH , we have

$EC = CI \times \tan. \frac{1}{2} (C + B)$ and $IH = CI \times \tan. \frac{1}{2} (C - B)$; whence $EC : IH :: \tan. \frac{1}{2} (C + B) : \tan. \frac{1}{2} (C - B)$.

The triangles ECB and IHB are similar, hence their homologous

sides are proportional; and since $EB = AB + AC$, and $IB = AB - AC$, we have—

$$EC : IH :: AB + AC : AB - AC.$$

Combining these two proportions and substituting for AB and AC , their representatives C and B , we get—

$C+B : C-B :: \tan. \frac{1}{2} (C+B) : \tan. \frac{1}{2} (C-B)$; whence we have the principle.

When two sides and their included angles are given :

The sum of the two sides is to their difference as the tangent of half the sum of the other two angles is to the tangent of half their difference.

This young man also worked out a problem in surveying, explaining on the blackboard the method of operation, and showed his familiarity with the theodolite by the practical measurement of angles in the class-room.

The examination of the class had been extended to such a length that no time was left for an exercise in Bible recitation, which would have been of unsurpassed interest. The pupils had made themselves thoroughly acquainted with the closing chapters of John's Gospel, and were prepared to state in their own language the story of the closing scenes of our Saviour's life.

The studies which have been pursued during the year, viewed as part of *complete* course, are well fitted to educate the observing and reasoning faculties, to strengthen the memory, to develop the power of expression, and to inform the mind. But one suggestion in the way of improvement occurred to me, and that is, the more frequent resort to drawing for the illustration of objects. Pupils who learn to write rapidly and legibly, and who are so constantly using pencil and crayon, might well be taught to sketch natural objects in demonstration of the studies they are pursuing. Perhaps, too, the cultivation of skill in drawing would open the way for remunerative employment to the educated mute.

In response to the salutations of the class which bid me welcome to the examination room, I may now express my delight at what I was permitted to witness, and to offer my congratulations to the collegiate department for the attainments that have been made, and for the opportunities of further advancement which this institution offers, while I assure them of my earnest hope that through these embarrassments and difficulties, under which they labor now, they will press on to perfection, and receive a blessing as those who have made the most of their opportunities and served God in their generation.

EDWARD W. GILMAN.

BIBLE HOUSE, N. Y., June 25, 1872.

APPENDIX.

Since the fiscal year of the institution has closed, and while this report was in preparation, the venerable emeritus principal, Harvey P. Peet, LL. D., Ph. D., died; and the action of the board of directors, in view of that event, together with the address pronounced by Rev. Charles A. Stoddard, D. D., the pastor of the deceased, and also a member of the board, are, by order of the directors, added to the report.

At a special meeting of the board of directors of the New York Institution for the Instruction of the Deaf and Dumb, held Monday, Jan. 6, it was unanimously

Resolved, That in the death of Harvey P. Peet, LL. D., Ph. D., we have lost one who for many years devoted the best energies of mind and heart to the elevation and benefit of the deaf and dumb; who was a faithful and constant member of the board of directors, and to whom the New York Institution owes in a large measure its present position and prosperity.

Resolved, That we tender our hearty sympathy to the family of our deceased friend, and to that large circle of deaf-mutes, teachers and pupils who had learned to call him father.

Resolved, That a copy of these resolutions be given to the family of the deceased, and that we, as a board of directors, adjourn to attend the funeral.

From the minutes.

THATCHER M. ADAMS, *Secretary*.

The chapel of the institution was filled with friends and relatives, among whom were many of the early pupils of Dr. Peet.

The exercises were conducted by the Rev. Charles A. Stoddard, D. D., assisted by the Rev. Wm. Adams, D. D., Rev. Thomas Gallandet, D. D., and Rev. Professor George E. Day of Yale College. The remains were removed next day to Hartford, Conn., and after a burial service there, were interred in the family burial place.

ADDRESS OF REV. C. A. STODDARD, D. D., AT THE
FUNERAL OF HARVEY P. PEET, LL. D., PH. D.

We stand here, to-day, beside the lifeless form of an aged man. Calm and serene he lies, his eyes closed, the gray hair like a crown of purity above his brow, and the stiffened hands, which for nearly fourscore years have done with their might what had been found to do, are peacefully folded over the silent heart.

On the first morning of the new year, before the sun had risen upon the snow-clad landscape, he went quietly and without pain through the gate of death into the Paradise of God, and loving hands have composed his patriarchal form for its long sleep, and placed over the coffin a wreath of autumn leaves, inclosing a little sheaf of ripened wheat.

Truly, "we all do fade as a leaf," but not to all is it granted thus to "come to the grave in a full age, like as a shock of corn cometh in, in his season."

I see those before me whose acquaintance with Dr. Peet began long before I knew him, who have labored with him in the benevolent and Christian work to which he consecrated his life, who have been favored with his life-long friendship, and connected with him by ties of kindred and close association. I see those who, but for him, would have passed their lives in ignorance and weariness, now lifted into a new life by education, and with a career of happiness and usefulness opened before them; and this new life and useful career they owe, under God, to the faithfulness and skill of this departed benefactor.

Dr. Adams will speak to you of the early history of Dr. Peet; for he has known him long, and his own honored father imparted a portion of that education which has been so conscientiously applied for the benefit of mankind; and Dr. Gallaudet will say something of his relations to him in the work of deaf-mute education.

It is my place to tell you of the position which Dr. Peet held in this community, of his value and usefulness in the church, of his Christian demeanor under the most trying bereavements, and of the beautiful serenity and faith which made the last few years of his life an evening time of light.

Dr. Peet was a man of large stature, of commanding presence and genial manners. Though always dignified, he was affable and cordial in a remarkable degree. His large frame contained a noble mind and a generous heart. His power of influencing others was unusually great. Young men were often brought to his school who

had grown up without instruction and without restraint; but they submitted at once to his authority. He managed a large force of teachers so ably that the discipline was thorough, and yet no individual was discontented.

During the many years that he was the principal of this institution, Dr. Peet was universally recognized as at the head of his profession. "His great success as a teacher," writes one who was long associated with him, "was due to the clearness and impressiveness of his signs, to his power of awakening in his pupils an enthusiasm that fixed attention and made study easy, to his happy facility in seizing on the most important points, and to the aptness of his illustrations. His lessons were carefully planned, clearly understood and well remembered by his pupils. Thus there was no waste of labor."

In society, Dr. Peet was cordial and agreeable. He was fond of company and of conversation. Though not quick in his mental processes nor rapid in his utterances, he was full of knowledge, and delighted to unfold to others the fruits of a wide and varied experience, and to entertain them with instructive and pleasing discourse. Unlike some men who have the responsibility and care of large institutions, Dr. Peet did not isolate himself from the community in which he lived, nor decline to take an active part in public affairs. He was always present when his presence would promote any measure of public utility, and was ready to speak forcibly and to the point in favor of all good enterprises, following his words by a liberality in pecuniary gifts which proved his sincerity and hearty interest. His venerable form was always seen at public meetings, political, religious and educational; and he was foremost in advancing every useful work in the part of the city where he lived. His opinions upon all subjects of general interest were carefully formed, decidedly expressed, and rarely found to be erroneous. Hence he gained and held a powerful influence among men, at an age when, in this country, there is often disregard or neglect.

Combined with great strength of character, Dr. Peet had remarkable tenderness and warmth of personal affection. These qualities made him peculiarly useful in the religious sphere where his lot was cast.

I may be pardoned if I cannot refrain, upon this occasion, from expressing the deep obligations which I am under to him for fatherly advice, wise counsel in ecclesiastical affairs, and personal sympathy in times of anxiety and trial.

No pastor ever had a more faithful friend, a truer helper in every

good word or work, or a better example of "whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report," than I have had in Dr. Peet for nearly fourteen years, during which he has been an elder in my church. His punctual attendance, devout participation in the services, and evident enjoyment of public worship, will be long remembered here, as well as his deep interest in the religious welfare of the young, and his ardent attachment to the cause of foreign missions. Perhaps the last public religious act of his life, was the delivery of an address upon the subject of Christian missions, soon after his return from the meeting of the American Board of Missions, held last October, in New Haven. To this board, and to all benevolent objects, he gave systematically and liberally, but without parade or ostentation.

It has been my duty and privilege to minister to him in times of great bodily suffering, and when severely afflicted by the death of those most dear to him. His patience and unselfishness, when enduring acute pain, have often excited my wonder; and his pious resignation and calm faith in God, as blow followed blow in domestic bereavements, were a triumphant testimony to the vitality and sustaining power of his religion. His religion was no holiday garb, to be laid aside when trouble came; it was no formal routine, destitute of heart and sympathy; it was a part of the man, so that his whole aim in life was to honor his Heavenly Father and do good to his fellow-men. Hence, when trials came, he was able to bear the shock without repining or despair. When God removed children grown to manhood and united with him in the labors which he loved, he meekly said "thy will be done;" when blindness came upon him, while he sought medical aid, which was happily successful, he was able to say to me in his darkened chamber, "the Lord is my light and my salvation;" when the wife of many years was taken away, her death following close upon other bereavements, he said, like the patriarch Job, "though He slay me, yet will I trust in Him." His religion shone out brightly in the night of his trial, and was a stay and comfort to him through the vicissitudes of a long and eventful life.

Eminently social in his disposition, with some of the formality and stateliness of a gentleman of the old school, he delighted to show hospitality to friends and to gather a goodly company at his table. In 1862, his son Dudley inaugurated the custom of a family dinner upon his birthday, which has been celebrated in a similar way several times since. At these festivals all the genial qualities of Dr. Peet were

exhibited; yet he never allowed them to pass without timely counsels to the younger members of the household. In 1862, he closed his remarks as follows:

"By the favor of Providence, I am permitted to see my sixty-seventh birthday. How many more, if any, may be added to this number, I know not. At this pleasant hour—not without its shadows, for the hand of disease is laid upon some of you, and the infirmities of age are beginning to cluster about others of us—let me entreat you to give heed to the apostolic precept, 'Be ye all of one mind, having compassion one of another; love as brethren; be pitiful, be courteous.' From the lessons of the past, let us learn wisdom and strive to fill up the remainder of life with acts of kindness and beneficence to others."

Upon the 19th of last November, Dr. Peet completed his seventy-eighth year, and the occasion was celebrated by the annual gathering of family friends in the home which, for the past five years, has been made so bright by the thoughtful care of a devoted wife and the filial love of a worthy son.

Poetry and addresses followed the birthday dinner, and one passage from Dr. Peet's address may be suitably repeated to-day. He said, "It is when we begin to faint under efforts that in our better days sat lightly upon us, that we see more clearly the wisdom and beneficence of that part of the great plan of Providence which ordains that the generations of men shall succeed each other on the earth; each passing away to yield room for possession, occupation, and usefulness to that which follows."

"Having acquired what we can of the wisdom and experience of our elders, we take their places, and strive, to the extent of our gifts, to improve on what they did; in our turn, to give place to the younger generation whom we have trained; who, we hope, profiting by our experience, will avoid our errors, and do better whatever we did well. Thus it is that science and art advance toward perfection by a continued infusion of youthful energy, which, while looking with respect to the counsels of age and experience, still strives for results beyond what has yet been attained. Thus it is that the training of our successors becomes invested with a deep and solemn interest, in view of the future committed to their hands, which our own eyes cannot behold. Thus it is, also, that men ever look forward to a season of repose, when wearied with the long struggle of life, and count it one of the rewards of faithful service if they are spared to see the cause dear to their hearts, consecrated by their prayers, fostered by their zealous labors

for many years, still prospering in the hands of their successors, whose zeal and ability give promise of a bright future.

"Having labored in the cause of deaf-mute education for nearly half a century, I retired five years ago from the field of executive and responsible duty. This long service would seem to give me a right to rest during the few years that may remain to me on earth, in humble expectation of the promised better life to come.

"In the retrospect of the past, I can recall not only the vicissitudes of sunshine and cloud incident to humanity, but also those more varied and intensified than fall to the common lot. But since the last anniversary I have breathed only a genial atmosphere and looked upon a serene sky. I have a happy home and pleasant surroundings. The lines have fallen to me in pleasant places; yea, I have a goodly heritage."

It was from this happy home that Dr. Peet was suddenly removed. For some years past, his once vigorous constitution had been slowly giving way. Rheumatic affections nearly deprived him of the power of using the manual alphabet of the deaf and dumb, and made it difficult for him to walk; yet, he did not relax his labors on behalf of deaf-mute education, nor shut himself up as an old and infirm man within his house. He regularly attended the meetings of the board of directors of this institution, presided over the convention of principals of institutions for the deaf and dumb, held at Washington, four years ago, and, undeterred by the journey of nearly a thousand miles, took quite an active part in the convention of teachers, held at Indianapolis in 1870. He has several times conducted the annual examinations of the classes of this institution, and was chairman of the examining committee last June. He has been often at church during the fall, and was present and made an address of welcome to the pastor, at a reception given upon his return from Europe in the middle of November.

As the year drew toward its close, his rheumatism increased, confining him to the house, and at last to his bed. Yet, his medical attendants did not consider his case alarming until within a short time before he died. Then the heart became affected, and while his intellect was as bright as usual, and his powers of observation and recognition were unimpaired, the lungs ceased to act, the heart fluttered and was still. The silver cord was loosed; the golden bowl was broken; the pitcher was broken at the fountain; the wheel broken at the cistern, and the kind, good man, the benefactor and friend of generations of the unfortunate, rested from his labors, and

his works do follow him. The death of such a man is a great loss, and the fact that it was anticipated, in the order of nature, does not afford compensation for such a bereavement. The beloved family of which he was the revered patriarch is indeed a divided family; for while some here will sadly miss his counsel and help in this world, others, a larger company, have greeted his entrance into their goodly fellowship and saintly communion. For them there is a new joy; to those behind a great sorrow, and we weep with them that weep.

His brethren in the church will feel his loss. No more will they see him in the sanctuary, his head white with the snows of age, but his face beaming with benevolence and piety, nor hear his earnest words in the place of prayer and weekly meeting, for he has gone to the general assembly and church of the first born in heaven. Through this wide land there will be *signs* of grief, more expressive than spoken words, from thousands of deaf-mutes who have learned to love him as a father and bless him as a benefactor. He was widely known in this and other lands. I have heard his name mentioned with graceful appreciation by teachers of the deaf and dumb the past summer in Sweden and Denmark, as well as in Berlin and Paris; and wherever Christian philanthropy has reached out its hand to the unfortunate class to whom his life was devoted, *there* will his loss be mourned and his memory be cherished.

But we may not indulge in selfish sorrow at our loss. Rather let us thank God that he was spared so long, that he has left works which will follow him in their beneficent influence upon deaf-mute education for years to come, and that he has trained those from his own family and institution who are so ably carrying forward, here and elsewhere, the work which he did so faithfully and well.

Let us imitate his example in those prominent points which his life presents; in unswerving rectitude of principle and gentle piety of heart; in benevolence which forgot self that it might do good to others; in loyalty to Christ and unhesitating devotion to the Christian church; with faithful discharge of duty in all relations and circumstances of life; and in humble dependence upon the grace and aid of Almighty God. Then shall we be able to say at the last, as it can be truly said of him, "He has fought a good fight, he has finished his course. Henceforth there is laid up for him a crown of life which the Lord the righteous judge shall give him at that day."

ACKNOWLEDGMENTS.

The directors of the institution are under great obligations to the officers of the Erie, New York Central and Hudson River, Rome and Watertown, and Rensselaer and Saratoga railroads, and to the Troy line of steamers, for taking pupils to their homes at half the usual rates of fare; and to the People's line of steamers for free passage to Albany. They are also indebted to the Hudson River Railroad Company for many courtesies in the stoppage of trains at the grounds of the institution on special occasions.

They also wish, in behalf of their teachers and pupils, to express their grateful thanks to the publishers of the following

LIST OF PERIODICALS AND NEWSPAPERS SENT TO THE INSTITUTION GRATUITOUSLY DURING THE YEAR 1872.

1. *Monthly.*

American Agriculturist, New York.

Atlantic Monthly, Boston.

Our Record, Buffalo.

Sunday School Journal, New York.

2. *Semi-Monthly.*

The Silent World, Washington.

The Deaf-Mute Advance, Jacksonville, Ill.

Sunday School Advocate, New York.

3. *Weekly.*

Deaf-Mutes' Chronicle, Columbus, O.

Frank Leslie's Illustrated Newspaper, N. Y. Two copies.

Frank Leslie's Chimney Corner. N. Y. Two copies.

The Evangelist, New York.

Waverly Magazine, Boston.

The Buffalo Courier.

The Elmira Gazette.

The Mexico Independent.

The Middletown Mercury.

The Newburgh Journal.

The Rome Sentinel.

The Saratogian.

The Onondaga Standard, Syracuse, N. Y.

The Utica Herald.

The Troy Times.

The Reformer, Watertown, N. Y.

The Sentinel of Freedom, Newark, N. J.

The Orange Journal, Orange, N. J.

The State Gazette, Trenton, N. J.

4. *Semi-weekly.*

The Albany Journal, Albany.

The New York Times.

The New York Tribune.

The New York World.

The following periodicals are received through the courtesy of individuals, to whom grateful acknowledgment is made.

The Flushing Journal, L. I. (Mr. W. E. Schenck).

The Trinity College Tablet (Mr. H. W. Syle).

The New York Weekly (Col. E. C. Z. Judson).

The Child's Paper (Miss J. T. Meigs).

THE MISSION OF FLOWERS—A PRIZE COMPOSITION.

By MISS C. V. HAGADORN.

FANWOOD, June 16, 1872

It was a lovely day in June, when, weary with the trials of this life, I reclined upon a moss-covered bank, and wished I had wings and could fly away from earth to that beautiful place where sorrow is unknown. Fancy, then, as if in answer to my sigh for relief, came, and taking me by the hand, led me through many pleasant ways, till at last we were in the realms of Flora, the queen of flowers, who was then holding her court. All was new and strange to me, but Fancy took me through all the various paths that led me to Flora's temple, which was more beautiful than any made by mortal hands. Nature had covered the floor with a carpet of grass and moss, among which played at hide and seek the sweetest little flowers, and the arched roof above was the clear blue sky, with pearl-like clouds sporting around it. At last we came where Flora was seated upon her throne, which was covered with rose-colored drapery. Her dress was like white clouds embroidered with gold and spangled with diamond dew. Her face and form was of radiant loveliness, like that of an angel, and her long, golden hair, like stray sunbeams, hung in rippling waves far below her waist. Upon her head she wore a crown of dew drops. On looking around, I beheld all the flowers that lived in the world come to honor the queen, and give her an account of their work on earth. Tall and graceful trees stood around in all their strength and beauty, shading the queen from the heat of the sun. At length she addressed the beautiful throng as follows:

"MY DEAR BELOVED SUBJECTS.—Since I began to reign it has ever been my object to benefit the poor sinful beings who live on earth, and so I sent you there to cheer and purify them, and lift up their hearts in thanksgiving and praise to the great Creator, who made both you and them. But strange to say, there are some among them who doubt that you are of any use on earth. Therefore, my beloved subjects,

I have summoned you here to-day, to give an account of all that you have done, so that I may convince mankind that your mission on earth has not been in vain."

So all the flowers came, and one by one gave an account of what she had done. First came the rose, who was considered by man the most beautiful of flowers. "I," said the rose, "have taught man to love. I have always adorned with new beauty all places wherever I strayed, and no scene of joy or happiness is complete without my aid. I have always been the flower, of all others, which the young lover has chosen to present to the object of his affection; for I have the power of expressing, in the beautiful language your majesty has taught us, the warmest and best feelings of the heart. I adorn the bright tresses of the youthful maiden and gladden the eyes and delight the senses of all who see me; my children I dress in beautiful robes of red, white and golden yellow, and send them on their missions of love. I am with man in all the joys and sorrows of his life; when meeting the object of his affections, if the eloquence of his own language fails to express his feelings, I am the one he selects to express his love. When the angel of death calls away the one being of all others that he loves best, he takes from among my children a pure white rose and lays it with the lily upon the bosom of his beloved dead; and when his youngest darling has closed its heavenly blue eyes in the last long sleep, he takes one of my youngest, a pure white rose bud, and places it in the little waxen hands. I scatter gems of beauty everywhere in his path; from the hillside and valley, in the wildwood where man seldom presses the grass and moss covered sod, in the wide, unbroken prairie, where man only in his wildest moods thinks of straying, and in his cherished garden, I am the favorite, and no place seems complete without me. I am to be found everywhere, cheering the heart of man, from the cradle to the grave. And thus I teach men to love me, and inspire them to love one another, but best of all to love the One who made us all. And thus, my beloved queen, with my every breath, I strive to do my duty on earth, as ambassador of love."

"And I," said the lily, "I, too, have my mission on earth. I keep my robes pure and spotless as the snow, and serve to remind man of the words of our Lord, 'Blessed are the pure in heart, for they shall see God.' The perfume of my purity and sweetness I give to all who gaze upon my beauty. But God gave all these gifts to me, and to Him be the praise, for He has said, though men's sins be 'as scarlet' yet they shall be 'as snow.' He has even seen fit to mention my name in terms of praise, and said that one of the richest and greatest kings the world has ever known, in all his glory, was not arrayed like one of us. His robes were beautiful and costly, but they covered a sinful heart, and were obtained and worn to glorify himself, and thus added to the many sins that darken his soul. But our spotless robes of purity and sweetness we wear to glorify our Maker, and lift up the hearts of men to sing his praise. We have no voice like that of man, but the perfume we give the air around us rises up to heaven, like the prayers and souls of the saints. And thus it is that we speak, only in the beautiful language of flowers, words that bring to the heart of man naught but good, and win the smiles of angels, in whose hands we love to be."

Next spoke the passion flower, that marvel of beauty, of whom it is said she sprung from the soil beneath the cross on which our blessed Lord was crucified, nourished by the blood and water that flowed from the cruel wound in his side, as well as the tears of agony that fell from those pure eyes. She proved her noble birth and holy mission by telling the queen how she reminded man of his Saviour, by holding constantly before him the cruel nails and hammer with which ungrateful man had nailed to the cross those blessed hands whose every deed was one of love and mercy, and those pure feet that had walked through a path of thorns to

the pearly gates that opened wide to let him, the King of Glory, enter that blessed abode where he has gone to prepare a place for those that love him. Beside the hammer and nails, she showed the purple robe they put upon him in bitter mockery, the crown of thorns that bowed low that noble head and caused great drops of agony to start from his brow, and even the number that he had chosen to be his disciples; but, best of all, she held in view the crown of glory he has exchanged for that of thorns; and this crown of glory, she loves to tell man, his blessed Saviour is willing and anxious to share with all who will follow the example he gives of the noblest life there ever was on earth.

And thus the lovely flowers told, one by one, all the ways in which they had endeavored to instruct and benefit man; how they had covered the hills and valleys, down to the river's edge, with beautiful forms and colors, and filled the air with sweet perfume.

Even the meek-eyed violet fails not to give its lesson of humlility, and remind man of Him who was meek and lowly as the violet, lovely as the rose, and pure as the lily.

And the dear, charming little flower, which borrows its color from heaven's own blue, like another leaf from the book of nature, speaks its Maker's praise, and says in its sweet way, "Forget me not! forget me not!" They show in their lives and deaths how near they are like man, and yet like angels. Like man they bloom in beauty while the sun smiles upon them, and the rain and dews descend, like blessings from above; but when the storms and frosts come, they fade and die, and are laid low in the dust—as man is when overcome with the trials and struggles of life. And as they rise again, to bloom in new beauty and fragrance, so will the soul of man rise in the resurrection.

But flowers are like angels in this, that they are pure and sinless. The devoted Christian, who sees in things true and beautiful the almighty hand of God, can truly say, in the beautiful words of Horace Smith:

"Your voiceless lips, O flowers, are living preachers,
Each cup a pulpit, and each leaf a book,
Supplying to my fancy numerous teachers
From loneliest nook."

and again

* * * * *

"Were I, O God! in churchless lands remaining,
Far from all voice of teachers or divines,
My soul would find in flowers of thy ordaining,
Priests—sermons—shrines."

CHAPTER 325.

AN ACT to provide for the care and education of indigent deaf-mutes under the age of twelve years.

PASSED April 25, 1863.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of such town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseers of the poor of any town, or to any supervisor of the county where such child may be, showing, by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor, if satisfied that the parents or natural protectors of such child are, or such child is, in indigent circumstances, to place such child in the New York Institution for the Deaf and Dumb.

§ 3. The children placed in said institution, in pursuance of the foregoing sections, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed one hundred and fifty dollars each, per year, until they attain the age of twelve years, unless the directors of said institution shall find, as to any such child, that it is not a proper subject to remain in said institution.

§ 4. The expense of the board, tuition and clothing of such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of one hundred and fifty dollars per year, above allowed, shall be raised and collected as are other expenses for the support of the poor of the county from which such children shall be received ; and the bills therefor, properly authenticated by the principal, or one of the officers of said institution, shall be paid to said institution by the said county ; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

CHAPTER 721.

AN ACT to increase the compensation authorized by the act entitled "An act to provide for the care and education of indigent deaf-mutes under the age of twelve years," passed April twenty-fifth, eighteen hundred and sixty-three.

PASSED April 24, 1867.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. The expenses of the board, tuition and clothing of the children under the age of twelve years, placed in the New York Institution for the Instruction of the Deaf and Dumb, pursuant to the provisions of the 3d and 4th sections of chapter 825, Laws of 1863, shall, until otherwise directed by law, be estimated at the rate of two hundred and thirty dollars per capita, instead of the amount therein provided.

§ 2. This act shall take effect on the 1st of September, 1867.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1,
SECTION 9.

Every indigent person, resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend, shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into the institution for the deaf and dumb, provided his or her application be approved by the Superintendent of Public Instruction; and in those cases where, in his opinion, absolute indigence is not established, he may approve of such application, and at the same time may impose conditions whereby some proportionate share of the expense of educating and clothing such pupils shall be paid into the treasury by their parents, guardians or friends, in such way and manner and at such time or times as he shall designate, which condition he may subsequently modify as he shall deem expedient.

FORM OF AFFIDAVIT AND APPLICATION.

*For the admission of County Pupils.*STATE OF NEW YORK, } ss.:
County of

.....of the town of....., in said county, being duly sworn, says that he is the *father* of....., a deaf-mute child, residing with deponent, and who was born on the..... day of; that in consequence of the straitened circumstances of deponent [*or of the parents of said child*] its morals and comfort cannot be properly cared for in its present situation; and deponent desires that said child be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws of 1863.

Subscribed and sworn to this....day {
of....., 187 , before me. }

FORM OF CERTIFICATE.

*To be granted by Supervisor or Overseer, to be sent to the Institution.*STATE OF NEW YORK, } ss.:
County of

I have this day selected....., of the town of....., county of....., son [*or daughter*] of....., who was born on.....day of....., 18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, for the term of....years from the....day of....., 18 , to be educated and supported therein, during that period, at the expense of the county of, in conformity with the provisions of chapter 325, Laws of 1863.

.....
Overseer of the Poor of the Town of

Dated,, 18 .

FORM OF CERTIFICATE.

To be sent by the Overseer of the Poor to the Superintendent of Public Instruction, Albany, in the case of candidates for admission twelve years of age and over.

The undersigned, overseer of the poor of the town of.
in the county of, do hereby certify that
.....of said town is deaf and dumb, The said,

.....was....years of age on the.....day of.....
 18 ; is of good moral character, free from disease, and possesses
 intellectual faculties capable of instruction. The names of the parents
 of the said.....are
 and the said.....have not sufficient
 pecuniary ability to pay for the board, tuition and clothing of said
, at the New York Institution for the
 instruction of the Deaf and Dumb; and I would recommend
to the favorable consideration of the Super-
 intendent of Public Instruction.

Dated,, 18 .

Overseer of the Poor of the Town of

To the Superintendent of Public Instruction, Albany.

TERMS OF ADMISSION.

I. Pupils are provided for by the institution in all respects, clothing and traveling expenses excepted, at the rate of \$300 per annum. Clothing will also be furnished by the institution, if desired, at an additional annual charge of fifty dollars. Payment is required semi-annually in advance.

II. The regular time of admission is at the close of the vacation which extends from the last Wednesday in June, to the first Wednesday of September. No pupil will be received at any other time, except in very extraordinary cases.

III. No deduction will be made from the annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills, and for the suitable clothing of the pupils.

V. Application from a distance, letters of inquiry, etc., must be addressed, post-paid, to the principal of the institution. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction at Albany, to whom all communications on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the institution by certificate of any overseer of the poor or supervisor.

VI. Should objection exist to the admission of any individual, the board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the institution. No extra charge is made, in case of sickness, for medical attendance, medicine or other necessary provisions.

It is suggested to the friends of deaf-mute children that the names of familiar objects may be taught them with comparative ease before their admission, and that possession of such knowledge in any degree materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. What is the name of the individual?
2. When and where was he born?
3. Was he born deaf?
4. At what age did he lose his hearing?
5. By what disease or accident did he become deaf?
6. Is the deafness total or partial?
7. Have any attempts been made to remove the deafness?
8. Is there any ability to articulate or read on the lips.
9. Have any attempts been made to communicate instruction?
10. Is he laboring under any bodily infirmity?
11. Does he show any signs of mental imbecility or idiocy?
12. Has he had the small-pox or been vaccinated?
13. Has he had the scarlet-fever?
14. Has he had the measles?
15. Has he had the mumps?
16. Has he had the whooping cough?
17. Are there any other cases of deafness in the family?
18. Are there any cases of deafness among relatives or ancestors?
19. What is the name of the father?
20. What is the name of the mother?
21. What is the occupation of the father?
22. What is his post-office address?
23. Are either of the parents dead?
24. Has a second connection been formed by marriage?

25. Was there any relationship between the parents previous to marriage?

26. What are the names of their children?

By order of the Board of Directors.

WILLIAM ADAMS, *President*.

THATCHER M. ADAMS, *Secretary*.

SITUATION OF THE INSTITUTION.

The grounds occupied by the institution comprise thirty-seven and a half acres, bounded on the west by the Hudson river, and on the east by the Kingsbridge road. The entrance from the latter is at its intersection with the Tenth avenue, about nine miles from the City Hall.

The institution can be reached by three lines of public conveyance from the city:

1. By the way trains on the Hudson river railway, from Thirtieth street, stopping at One Hundred and Fifty-second street. The institution is about a mile north of this station.

2. By the Third Avenue railroad to Harlem, and thence by cross railroads and cab.

3. By the Eighth Avenue railroad to One Hundred and Twenty-fifth street, and thence by cab.

PUBLIC MEETINGS.

While the institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest, when public exercises are held in the chapel, viz.: At the annual election for officers and directors, on the third Tuesday of May, and at the close of the academical term, on the last Wednesday of June, answering to Commencement in other seminaries of learning. The members of the institution are earnestly requested to attend on these occasions, notices of which, as well as of the quarterly meetings, will be given in the newspapers.

FORM OF A BEQUEST.

I give and bequeath to "The New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York, in the year 1817, the sum of dollars.

